

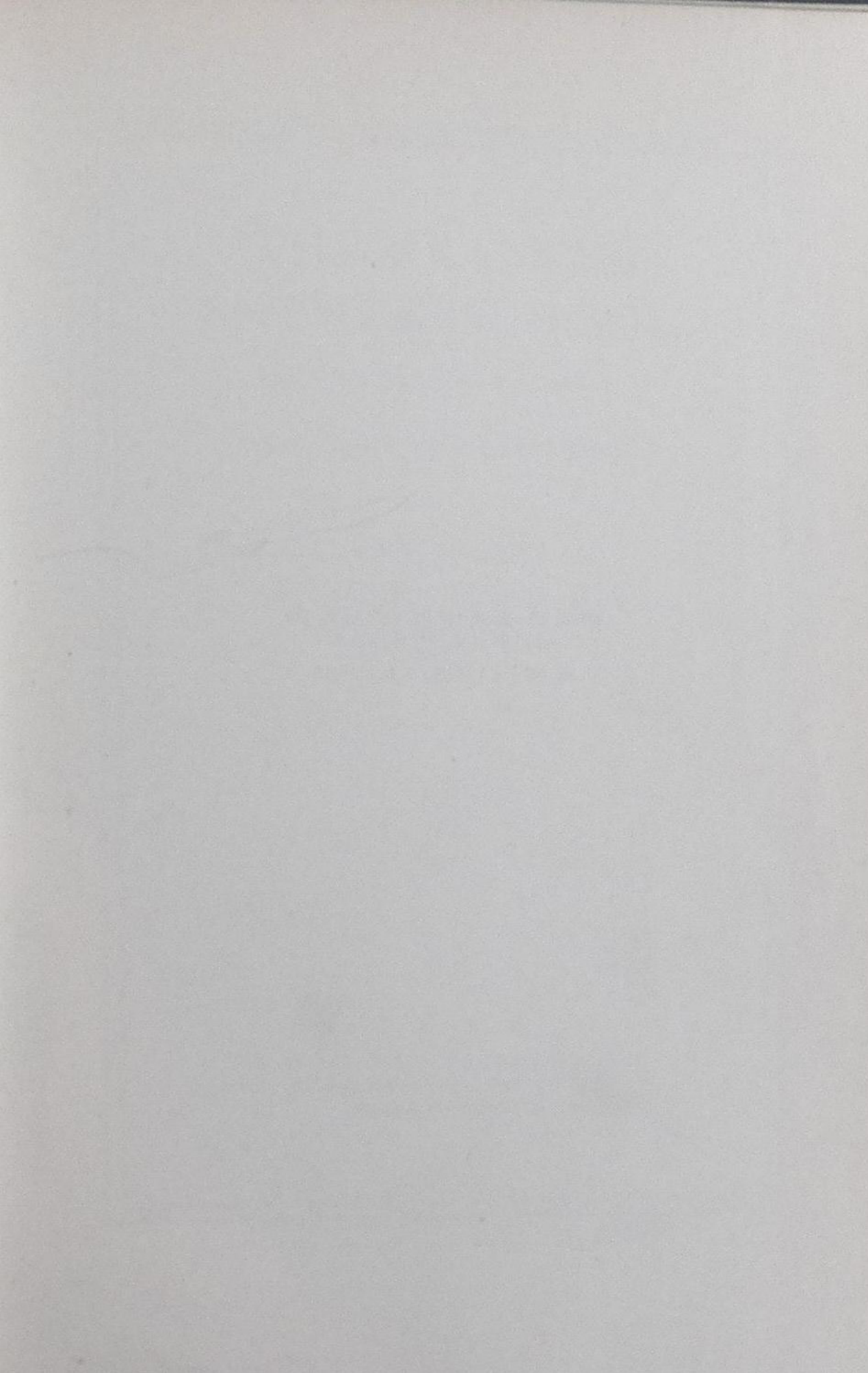
Annual Catalogue • 1928-29

THE
FRANCES
SHIMER
SCHOOL



Seventy-fifth Anniversary

[FOUNDED MAY 11, 1853]



ADDRESS CORRESPONDENCE TO
WM. P. McKEE, *President*
MOUNT CARROLL, ILLINOIS

THE FRANCES SHIMER SCHOOL

MOUNT CARROLL · ILLINOIS

Junior College and Academy for Girls

SEVENTY-SIXTH ANNUAL CATALOGUE

With Supplement Containing Views
Illustrating the School



*The School is a Member of the North Central Association
of Colleges and Secondary Schools, and of the
Association of Junior Colleges*

THE FRANCES SHIMER SCHOOL

Calendar

May, 1928—June, 1929

May	11	Friday	FOUNDER'S DAY. A holiday. Seventy-fifth Anniversary Exercises.
June	10	Sunday	SERMON BEFORE THE GRADUATING CLASSES.
June	11	Monday	ART AND HOME ECONOMICS RECEPTIONS.
June	11	Monday, 8:00 P.M.	DEPARTMENT OF MUSIC RECITAL.
June	12	Tuesday	Class Day. ARTIST RECITAL.
June	13	Wednesday	SEVENTY-FIFTH ANNUAL COMMENCEMENT EXERCISES. ALUMNAE DINNER.

SUMMER VACATION

September 12	Wednesday	FIRST SEMESTER BEGINS. Classes meet at 2:00 P.M.; buildings ready Tuesday, September 11, 1:00 P.M.
November 29	Thursday	THANKSGIVING. A holiday, one day only. No one excused.
December 21	Friday, 3:30 P.M.	} WINTER VACATION
to		
January 9	Wednesday, 8:00 A.M.	
1929		
February 5	Tuesday	SECOND SEMESTER OPENS.
February 22	Friday	WASHINGTON'S BIRTHDAY. Half-holiday.
March 29	Friday, 3:30 P.M.	} SPRING VACATION.
to		
April 10	Wednesday, 8:00 A.M.	
May 11	Saturday	FOUNDER'S DAY. Half-holiday.
June 9	Sunday	SERMON BEFORE THE GRADUATING CLASSES.
June 10	Monday	ART AND HOME ECONOMICS RECEPTIONS.
June 10	Monday, 8:00 P.M.	DEPARTMENT OF MUSIC RECITAL.
June 11	Tuesday	Class Day. ARTIST RECITAL.
June 12	Wednesday	COMMENCEMENT EXERCISES. ALUMNAE DINNER.

Board of Trustees

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Term Expires June, 1929

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Officers of Instruction and Administration

WILLIAM PARKER MCKEE, A.M., B.D., President and Instructor in History and Economics.

A.B., Wabash College, 1883; B.D., Baptist Union Theological Seminary, 1887; Graduate Student in History in University of Minnesota, 1895-97; A.M., University of Minnesota, 1897; B.D., University of Chicago, 1897; Pastor, Olivet Baptist Church, Minneapolis, 1887-97; Frances Shimer School, 1897-.

ELSIE MORRISON, S.M., University of Chicago. Dean of Women and Instructor in History of Art.

S.B., University of Chicago, 1905; Graduate, Milwaukee State Normal, 1894; Instructor in Mathematics, Wayland Academy, 1898-1900; Assistant Principal, Pewaukee High School, 1902-4; Graduate Student, University of Chicago, 1905; European travel, Summers, 1909, 1922, 1923, 1924, 1925, 1927; Columbia University, Summer Session, 1918; University of Chicago, Summer Session, 1919, 1926; Frances Shimer School, 1905-.

FLORENCE TURNEY MCKEE, PH.B., Instructor in Psychology and Education. Graduate, Mt. Carroll Seminary, 1894; Instructor, *ibid.*, 1894-99; Ph.B., University of Chicago, 1901; Frances Shimer School, 1901-.

ANGELINE BETH HOSTETTER, PH.B., Instructor in Latin.

Ph.B., University of Chicago, 1907; Graduate Student, *ibid.*, 1909-10; Instructor, Central College, Pella, Iowa, 1908-9; Instructor, Frances Shimer School, 1903-4, 1905-6; 1910-11; Study in Paris, Summer, 1911; Instructor in French, Annie Wright Seminary, Tacoma, Wash., 1911-14; Instructor in French and German, Christian College, Columbia, Mo., 1915-16; Graduate Student, University of Chicago, Summer, 1919; Greek Division European Summer School, Bureau of University Travel, 1923; Leave of absence, 1925-26, for European travel; Certificat d'assiduite from the Sorbonne, Paris, for four months' graduate work in Latin Language and Literature; Frances Shimer School, 1916-17, 1918-25, 1926-.

MARY ORENDA POLLARD, A.M., Instructor in English.

A.B., Middlebury College, 1896; A.M., 1900, Instructor, High School, Middlebury, Vt., 1897-1901; High School, Sherburn, Minn., 1902-4; Township High School, Evanston, Ill., 1905-10; Head Resident, Pi Beta Phi Settlement School, Gatlinburg, Tenn., 1913-16; Graduate Student, University of Nevada, 1901; Graduate Student, University of Chicago, Summer, 1904, 1908, 1909, 1925, 1926; Frances Shimer School, 1916-20; 1921-.

MABEL LOUISE PETERS, M.S., Instructor in Botany, Zoölogy, and Physiology.

Principal of High School, Petersburg, Mich., 1915-18; A.B., Michigan State Normal College, 1921; Assistant in Department of Botany, University of Michigan, 1921-22; M.S., University of Michigan, 1922; Frances Shimer School, 1922-.

E. MAY PARKER, A.M., Instructor in English.

Graduate, State Normal, Indiana, Pennsylvania; Ph.B., Wooster College, Wooster, Ohio, 1908; A.M., Columbia University, 1915; Columbia University Summer Session, 1922; Chautauqua, New York, Summer Session, 1923; Supervisor and Instructor in English, Junior College, Oswego, Kansas; Instructor in High School, 1915-20; Supervisor and Instructor in Junior College, Glendale, Ohio, 1912-14, 1920-22; Instructor, Bessie Tift College, Forsyth, Georgia, 1922-23; Frances Shimer School, 1923-.

ELLA FORTNA, M.S., Instructor in Home Economics.

B.S., University of Nebraska, 1921; M.S., Iowa State College, 1924; High School instruction, University Place, Nebraska, 1921-23; Penn State Normal, Summer, 1921; Nebraska Wesleyan University, Summers, 1922, 1923, 1924; Graduate Student, University of Chicago, Summer, 1926; Frances Shimer School, 1924-.

EDNA THOREN, A.M., Instructor in French.

A.B., Lombard College, 1911; A.M., University of Illinois, 1914; McGill University, Summer, 1923; Institute of French Education, Penn State College, Summer, 1925; University of Wisconsin, Summers, 1916, 1919, 1921; High-school teaching: Boone, Iowa, one year; Galesburg, nine and one half-years; Oak Park, one year; European Travel, Summer, 1924; Student at Cours d'ete, Universite de Lille, Bologne-sur-Mer, France, Summer, 1927; Frances Shimer School, 1925.

FRANCES E. EMERSON, A.M., Instructor in History and Sociology.

A.B., University of Indiana, 1915; A.M., University of Chicago, 1922; High-school teaching, 1916-25; Frances Shimer School, 1925-.

REUBEN HARVEY SEITNER, B.A., B.D., Instructor in Biblical History.

B.A., Franklin College, 1916; B.D., University of Chicago, 1920; Frances Shimer School, 1926-.

MAXINE BURTIS, B.L., Instructor in Speech.

B.L., School of Speech, Northwestern University, 1924; Private Work with Donald Robertson, Chicago, 1923-25; Head of Department of Speech and Assistant in English, Buena Vista College, 1924-26; Head of Department of Speech, Michigan City School of Fine Arts, 1926; Frances Shimer School, 1927-.

RUBY BAXTER, A.M., Instructor in Mathematics.

A.M., University of Illinois, 1927; A.B., Illinois Women's College, 1919; Graduate work, University of Chicago, Summer, 1923; Instructor in Mathematics, Danville High School, 1920-23; Jacksonville High School, 1923-26; Frances Shimer School, 1927-.

MARY DEWHURST MILES, B.S., Instructor in English.

B.S., University of Chicago; Graduate work, University of Chicago, five quarters; Instructor in English, Frances Shimer School, 1927-.

THE FRANCES SHIMER SCHOOL

MARTHA MOORE, A.B., Instructor in Science.

A.B., University of Indiana, 1922; Graduate student, medical school, *ibid.*, 1922-24, Summer, 1927; Instructor, New Lisbon, Indiana, High School, 1926; Roll, Indiana, High School, 1926-27; Frances Shimer School, 1927-.

THELMA MARCELLA FOX, B.A., Secretary to the President.

B.A., University of Wisconsin, 1923; Instructor, Naperville Public Schools, 1920-21; Secretary, Miss Harris' Schools, Chicago, 1926-27; Frances Shimer School, 1923-26; 1927-.

AMY CLAIRE ROOT, Ph.B., Instructor in Spanish, Assistant in French.

Ph.B., University of Chicago, 1925; Ecole Normale Supérieure de Sevres, France, 1925-26; University of Dijon, France, Summer, 1925; Instructor in French and Spanish, Cottey Junior College, 1926-27; Frances Shimer School, 1927-.

HELEN SPURGIN, A.B., Instructor in Physical Education.

Chicago Normal School of Physical Education, 1925; A.B., Cornell College, 1927; Instructor in Physical Education, Wauwatosa, Wisconsin, 1927; Assistant in Physical Education, Cornell College, 1925-26; Frances Shimer School, 1927-.

LORRAINE M. FALCK, B.A., Librarian.

B.A., Lawrence College, 1926; Librarian, Lodi, Wisconsin, 1927; Frances Shimer School, 1927-.

JENNIE JEAN HINKEN, Accountant.

Hope College, 1925-27; Western State Normal School, Kalamazoo, Michigan, 1920-22; Instructor in Commerce, Lowell, Michigan, 1922-24; Pana, Illinois, High School, 1924-25; Frances Shimer School, 1927-.

The Departments of Music and Art

ELIZABETH SCHUSTER, Principal in Piano.

Piano, Harmony, and Composition, C. L. Capen; Organ, S. B. Whitney, Boston, 1893-96; Piano, private pupil of Barth; Organ, Grunicke, Berlin, 1896-97; Piano, Joseffy, New York, Summer, 1909; Private Studio, Grand Rapids, Mich., 1899-1905; Meredith College, Raleigh, N.C., Professor of Piano, Instructor of Harmony and Analysis, 1906-9; Carleton College, Northfield, Minn., Director, School of Music, Professor of Piano, Organ, and Harmony, 1909-12; Shorter College, Rome, Ga., Head of Organ Department, Professor of Piano, Instructor in Harmony and Analysis, 1912-15; Frances Shimer School, 1915-.

GRACE MARIE BAWDEN, Instructor in Art.

Student in Music, Mt. Carroll Seminary, 1891-92; Graduate in Art, Mt. Carroll Seminary, 1894; Postgraduate Work in Art Institute of Chicago, 1901, 1902, and 1904; Instructor in Private Classes in Art, 1894-98; Art Institute, Summers, 1918, 1923, 1925; Frances Shimer School, 1898-.

CALENDAR FOR 1928 AND 1929

MINNIE STOWELL WALLACE, Mus.B., Instructor in Voice, History of Music, and Public School Music.

Mus.B., Oberlin Conservatory of Music, 1911; Voice with Thomas N. MacBurney, Chicago, 1913-14, 1919-20, Summers 1914, 1915, 1918, 1922, 1923; Director of Music, Union Christian College, Merom, Indiana, 1911-13; Private pupils, Chicago, 1914-18; Voice and Piano, Adrian College Conservatory, Adrian Michigan, 1920-22; Frances Shimer School, 1923-.

MARGUERITE K. ALLYN, B.A., Assistant in Piano.

B.A., Ohio Wesleyan University; Graduate of Chicago Musical College, 1923; Supervisor of Music, Kenton, Ohio, Public Schools, 1917-18, 1921-22; Instructor in English, Kenton High School, 1920-22; Frances Shimer School, 1923-.

PHYLLIS JOYCE BURNTON, B.M., Instructor in Violin, Assistant in Piano.

B.M., American Conservatory of Music, Chicago, 1926; Instructor, Winnetka Public Schools, 1926-27; Private Instruction, 1926-27; Frances Shimer School, 1927-.

Officers of Administration

WILLIAM PARKER MCKEE, A.M., B.D., *President*

ELSIE MORRISON, S.M., *Dean of Women*

LORRAINE FALCK, B.A., *Librarian*

JEAN HINKEN, *Accountant*

MRS. NELLIE SWEATT, R.N., *Resident Nurse*

MABEL HALL DARROW, *Housekeeper*

THELMA FOX, *Secretary to the President*

ELSIE MORRISON, *Head of McKee Hall*

ANGELINE BETH HOSTETTER, *Head of Hathaway Hall*

MABEL LOUISE PETERS, *Head of College Hall*

E. MAY PARKER, *Head of West Hall*

FRED SACK, JR.

ALBERT HOOVER

} *Buildings and Grounds*

Susan C. Colver Lectureship Fund

The late Mrs. Susan E. Rosenberger, with her husband, Jesse L. Rosenberger, of Chicago, endowed the "Susan C. Colver Lectures" in honor of Mrs. Rosenberger's mother by giving certain securities to the School. The lecture for 1927-28 was given by Mr. Lorado Taft, Chicago.

Lecture and Concert Course, 1927-28

- LEW SARETT,
"Why Read Poetry?" and "Readings from the Author's
'Slow Smoke' "
- LORADO TAFT, Chicago
"American Sculpture"
- HARRY FARBMAN, Violinist
- DR. ALLYN K. FOSTER, Chicago, Student Secretary of the
Baptist Board of Education
- GEORGE MULFINGER, Pianist
- ARTHUR BESTOR, LL.D., New York
"New Problems in Old Capitals"
- MRS. MEDILL McCORMICK, Chicago
"Women in Politics"
- DR. THEODORE G. SOARES, University of Chicago
"Civis Romanus Sum"
- DEAN SHAILER MATHEWS, University of Chicago
"Pushing Back the Frontier"
- DR. GERALD BIRNEY SMITH, University of Chicago
"The Value of Make-Believe"
- FORREST LAMONT, Tenor, Chicago Civic Opera Company
- INA BOURSKAYA, Mezzo-Soprano, Chicago Civic Opera
Company
- WILLIAM W. ELLSWORTH, New Hartford, Conn.
"The Making of the English Bible" and "Queen Anne"
- PROFESSOR GEORGE L. ROBINSON, McCormick Theological
Seminary, Chicago
"The Most Distinctive Christian Virtue"
- PROFESSOR W. C. GRAHAM, University of Chicago
"Marks of a Successful Life"
- ELIZABETH KERR, Soprano, Chicago Civic Opera Company

History

The School is not an experiment: it is now educating the fourth generation of young women. It was opened on May 11, 1853, by two young women from New York State, Frances Ann Wood and Cinderella Gregory, the latter of whom withdrew from the work in 1870. For a period of forty-three years the institution was known as Mt. Carroll Seminary and was administered by its founder, Mrs. Frances Wood Shimer. By her wish in 1896 it was transferred to a Board of Trustees of fifteen members, representing the University of Chicago, the alumnae of the Seminary, and the citizens of Mt. Carroll. Since that date the institution has been known as Frances Shimer School. It is not maintained for profit. The School and all its resources are held in trust. All the earnings of the School are used to maintain and improve its work.

The hundreds of graduates and pupils of Mt. Carroll Seminary are included as graduates and pupils of the School, and this large constituency, with traditions of culture and Christian service of seventy-five years, furnishes a constant source of support.

Location

Mt. Carroll, a town of 2,000 people, situated in northwestern Illinois, ten miles from the Mississippi River, is attractively located among picturesque hills. The neighborhood is justly celebrated for its beauty and healthfulness. Mt. Carroll is the county seat of Carroll County, and is exclusively a place of residence. The absence of mines, factories, or great industrial enterprises makes the community an ideal one for an educational institution.

Mt. Carroll is on the Omaha Division of the Chicago, Milwaukee & St. Paul Railway, 128 miles west of Chicago. It is accessible also by automobile over state highways Nos. 27 and 40, through which excellent connections are made with the Lincoln Highway and other great thoroughfares.

Aim

The purpose of the School is to train its students for life rather than for any particular college or vocation. It seeks to develop strong minds in strong bodies, to give a background of knowledge, to create tastes and standards of value, to instill principles of conduct that are worthy and Christian, and to inspire, through instruction and training, ideals that are democratic and altruistic, to the end that its students may realize their obligation to make some individual contribution to the common welfare.

The work of the School is accredited by the North Central Association of Colleges and Secondary Schools, which means that its academic graduates are

admitted without examination to all colleges and universities which admit on certification. The academic course of study is also comprehensive and thorough enough to meet the needs of those preparing for the examinations of the College Entrance Board. The graduates of the Junior College are admitted to the Junior year of leading mid-western and western colleges and universities without examinations.

Equipment

Frances Shimer School has the advantage of seventy-five years of history, experience, and traditions; yet its equipment is entirely modern, having been rebuilt and enlarged since 1903. The School plant consists of eleven buildings, solidly constructed of brick and stone, heated by steam, lighted by electricity, and furnished with modern conveniences. The architecture is colonial. Each building was erected and equipped for the purpose it serves in the educational aims of the institution. Adequate fire protection is secured by standpipes with hose connections on each floor and by fire escapes on every building where students reside.

Dearborn Hall

(1903)

This building for Instrumental and Vocal Music is named for Mrs. Isabel Dearborn Hazzen, formerly head of the Department of Music for over twenty years. It contains large, attractively furnished teaching studios and eighteen well-lighted and ventilated practice rooms.

Hathaway Hall

(1905)

Hathaway Hall was named for Mrs. Mary L. Hathaway Corbett, of the class of 1869, a sister of Mrs. Hattie N. LePelley, a former Trustee of the School, who gave liberally toward the erection and furnishing of the building. The basement contains a gymnasium 87×36 feet, with shower-baths. The three upper floors contain rooms for forty-five people, baths, and a common social room furnished by the Mt. Carroll Seminary and Frances Shimer School Association of Chicago. Hathaway Hall is the home of the Academy Senior and Junior classes.

West Hall

(1906)

West Hall is a well-equipped home for fifty people. It is 154×40 feet. On the ground floor is a large homelike common room, 38×50 feet, with fireplace. The art studios are on the upper floor. Bathrooms are on all floors where pupils reside.

Metcalf Hall

(1907)

Metcalf Hall, to which Andrew Carnegie contributed \$10,000, is 107×44 feet, native stone and sand-mold brick, two stories and mezzanine story, with tower and finial 100 feet high. The building contains offices of administration, post-office, bank, school bookstore, cloakrooms, classrooms, and auditorium. The auditorium is equipped with stage, curtain, and other facilities for school plays. The walls are adorned with pictures presented by various classes and individuals illustrating different periods of art and architecture, and including, among others, a plaster cast of a part of the frieze of the Parthenon, large photographs of the Roman Forum, the Parthenon, the Cathedral of Florence, Michelangelo's "Jeremiah," the Cathedral of Amiens, Rembrandt's "Syndics," Dürer's "Saints Mark and Paul," and St. Peter's Church.

The building is named in honor of Mrs. Sarah Metcalf, a lifelong friend of the School, whose son, the late Dr. Henry S. Metcalf, was long president of the Board of Trustees.

College Hall

(1909)

College Hall is modified colonial, 90×40 feet, three stories. The ground floor consists of a drawing-room, 40×32 feet, broken by Corinthian columns, a broad, spacious reception hall, a parlor, a dining-room and service kitchen. The second and third floors contain rooms for about forty students and teachers. The building furnishes a home for College girls and social facilities for the use of the entire School.

Power Plant and Laundry

(1911)

The building is brick on concrete foundation, 80×56 feet. In the steam plant, from which all buildings are heated, are installed two 80- and one 150-h-p. tubular boilers. These boilers are served by Jones's underfeed stokers. The plant maintains a pressure of steam in the radiators in rooms and halls throughout the institution.

The School laundry, which occupies a third of the building, is equipped with modern laundry machinery.

The School Infirmary

(1913)

The infirmary is 43×36 feet, red pressed brick and stone trimmings, with concrete foundation. It is one story high, with concrete, covered porch. The building contains a nurse's reception room, two wards, two completely equipped

bathrooms, two rooms for nurses, a kitchen, in addition to hall and linen closets. A trained nurse is in constant attendance and the privileges of the hospital are open to all students.

Science Hall

(1914)

Science Hall is given to the work in Science. The basement contains gas machine, hot-water heater, facilities for hand laundry for use of pupils, and storeroom. The main floor is given chiefly to Home Economics and Household Art.

The upper floor contains the chemical laboratory, 32×18 feet, well ventilated, with chemical work tables of latest design and fitted with all necessary facilities.

The physics laboratory, 18×28 feet, is equipped with a demonstration table, with electric, gas, and water connections. The laboratory is intended to accommodate ten pupils working at one time, and the supply of apparatus fills all needs for experiments.

The Biology laboratory is a large room with windows on three sides. It contains a stone-topped working bench which is fitted with gas and water, and has also five large laboratory tables with drawers. It is well equipped with compound microscopes, dissecting scopes, slides, and Jewell models.

William Parker McKee Hall

(1922)

William Parker McKee Hall (160×40), built by funds contributed by the Baptist Board of Education, of red pressed brick with stone trimmings, is four stories high. The ground floor contains the central dining-room, serving-room, and kitchen. The other floors have a parlor for the use of the students, a suite of rooms for the Dean of Women, a kitchenette, ample bathrooms, and rooms for fifty-six students and teachers. This building furnishes an additional home for College girls, and a dining-room for the entire School. This building is named for William Parker McKee in honor of the completion of twenty-five years of service as Head of the School. A portrait of the President by Ralph Clarkson, contributed by trustees and former students, hangs in the dining-room.

Campbell Memorial Library

(1925)

Campbell Memorial Library was erected during the year 1925 by funds furnished in part by Mr. George D. Campbell and Mr. S. J. Campbell of the Board of Trustees, and by Miss Jessie Campbell, '07. The School is also in-

debted to the late Senator William McKinley for a gift of \$5,000 for this building. It is named in honor of Mr. and Mrs. Robert Campbell, long friends of the School. It is a two-story-and-basement building of the Colonial style of architecture, solidly constructed of brick, concrete, and steel.

The School had the benefit of much expert advice in planning the arrangement and equipment of the building, designed by the late C. A. Eckstorm, Chicago, and every care was taken to make it adequate for the purpose. It is finished in red oak, with rubber tile floors insuring the desired quiet. The equipment was furnished by the Library Bureau. The basement contains shelves for storage. The reading room occupies the entire first floor. The present library of more than 6,000 volumes, besides many bound magazines and useful bulletins, is well catalogued and in charge of a trained librarian. The library is also supplied with many leading magazines and periodicals. The southwest corner of the room is reserved for the Hazzen Memorial Collection. This gift of over 1,000 volumes was made by the late Mrs. Isabel Dearborn Hazzen from the library of her husband, the late Henry Wilmarth Hazzen, long a teacher in the School. Another valuable addition of books received during 1925 was the collection given by Mrs. Winona Branch Sawyer, '71, of Lincoln, Nebraska. The upper floor of the Library will be reserved for an art gallery which the School is seeking to develop.

Winona Branch Sawyer House

(1926)

Winona Branch Sawyer House, a commodious home for the President of the School, was the gift of Mrs. Winona Branch Sawyer, of the Class of '71. It is built of brick in the Colonial style of architecture in harmony with the other buildings of the group.

Environment

Health

Conditions at the School have been designed to safeguard the health of students. Only students in good health are received; young women who need the constant care of a physician are not desired. A physician's certificate of general good health is required of all applicants for admission. All students have physical examinations on entrance; records of weight, posture, etc., are kept, and the work in Physical Education is planned for each one on the basis of these records. All cases of illness are cared for in the School Infirmary. The resident nurse cares for minor ailments, and in addition carries on an educational program in the maintenance of good health. In cases of serious illness the student employs a special nurse and a physician.

The food furnished by the School is wholesome and abundant. Parents and friends will assist in preserving the good health of the pupils if they will not send food or confectionery.

Social Life

The private boarding-school has an opportunity that does not come to the public institution—it commands and is likewise responsible for all the students' time. Under these circumstances the extra-curricular activities become second only in importance to the program of the curriculum. Social education is part of college training. The activities of the various student organizations not only supply adequate diversion, but give valuable training in social co-operation and in the worthy use of leisure. The social atmosphere of the School is wholesomely democratic. Every girl is expected to use and develop for the general benefit whatever social gifts she may possess. Appropriate dress, a pleasing manner, poise, graciousness, entertaining conversation, ability to appear at ease before an audience, are as much a part of the School ideal as are scholastic attainments. With the assistance of class counselors the students give class parties, lunches, dances, bazaars, teas, lawn fêtes, concerts, and plays; they plan menus, arrange decorations, devise costumes and stage properties. Occasionally they write their own plays. A Victrola with many valuable records aids in the cultivation of an appreciation of the best in music. A motion-picture machine is used for entertainment and instruction. A series of the better films selected by a committee in charge is presented during the year.

The location of the School is exceptionally favorable for the cultivation of interest in out-of-door life and sports. Golf, tennis, hockey, basket-ball, captain-ball, coasting, cross-country walks, and picnicking are a part of the daily life, contributing to appetite and sound sleep, and laying the foundations for physical health and mental poise.

Religious Life

The intention is that the influences of the School shall be those of a refined Christian home. Daily chapel services are held, attended by all the teachers and pupils. Courses in Bible are included in the curriculum. A weekly prayer meeting is sustained by the Young Women's Christian Association. All pupils attend church, and Academy pupils attend Sunday school. An organized class in Sunday school at which attendance is voluntary is conducted for College students. Sunday evening a vesper service for the members of the School is held, led by the President, by one of the teachers, or by the Y.W.C.A., and once a month by an outside speaker who is a leader in religious thought or social service. Parents are asked to co-operate with the School in keeping Sunday free from visiting, to the end that the rest and quiet and religious exercises of the day may not be interrupted.

The Art Collection

With the unveiling by Mr. Lorado Taft of the cast of his statue of "Lincoln, the Young Lawyer," in Metcalf Hall on Thursday evening, December 16, 1927, the initial steps were taken in creating an art collection which has long been desired as an aid in realizing the ideals of the School. The functions of the Gallery will be twofold: it will be planned and maintained as a means of creating, stimulating, and training a love of the beautiful in life and nature, and of facilitating the study of art and a knowledge of its history and methods.

In developing the collection the policy will be to select works of art which possess charm, beauty, and human interest. It will include oils and watercolors, sculptures (both in bronze and in plaster), etchings, ceramics, textiles, and other examples of art that have determined aesthetic character.

In addition to the permanent collection, which is installed on the second floor of the Library building, there will be on exhibition from time to time loan collections, to the end that interest in the beautiful may be aroused, and tastes so cultivated and refined that they will carry over and enrich all of life.

Recent additions include a beautiful oil painting by Rudolph Ingerle, secured by purchase, and two choice etchings representing the old and modern type of the art, which were a gift.

The growth and usefulness of the art collection depend upon the interest and co-operation of students and friends. By the help of gifts of money and of works of high artistic merit the collection may become of increasing service to students, and an example to similar institutions of learning.

The Junior College

Why a Junior College?

In the reorganization of the American school system there is a tendency to redistribute the work of the high school and the college, and to include in the period of secondary education the first two years of college work. The new institution, the Junior College, is today doing an increasing proportion of the work of the College Freshman and Sophomore years. It is a significant fact that of the more than 300 Junior Colleges now in existence only thirty-six were established prior to 1913, and only fifteen are reported to have been established prior to 1907. Frances Shimer Junior College graduated its first class in 1910.

Some students wish to continue their education beyond the high school, but do not desire the more extended type offered by the four-year college. For these students the Junior College, furnishing a practical and thorough training, serves as a completion school.

The tremendous growth of the large universities, resulting at times in overcrowding, frequently renders it advantageous to the student to do the work of the Freshman and Sophomore years in a smaller institution.

The private Junior College combines a safe, comfortable, attractive home life and close association of students and faculty with the high quality and standards of instruction given in the large institutions.

The two years of the Junior College serve as a transition from home into the larger and more complex life of the university. During this period students under guidance grow in knowledge, self-reliance, and in soundness of judgment, and are thus prepared to meet the exacting work and the deeper problems presented by the larger world of the great universities.

Aim of Frances Shimer Junior College

Frances Shimer Junior College is planned to meet the needs of two classes of students:

1. Those who plan to complete the four-year college course, but who wish to take the Freshman and Sophomore years in the socially supervised environment of a private Junior College of high scholastic standards. The diploma of the School admits to the Junior year of all middle-western and western colleges and universities, providing the work is chosen with reference to the requirements of the institution to which the student expects to transfer.

2. Those who wish to make the Junior College a completion school. To such the Junior College offers cultural literary courses of college grade combined with work in Domestic Science, Music, Art, and Expression.

Admission to the Junior College

Students will be admitted to full Junior College standing upon the presentation of fifteen units completed in an accredited high school. A student with

fourteen units may enter on condition. A unit in any subject represents five recitations a week for a school year. No classification is given until the certified list of credits is presented. A candidate for admission must also present a certificate of honorable dismissal from the last school attended.

Requirements for Graduation

Sixty semester hours' credit (not less than twenty-eight of which should be earned in a single year), with grades averaging 70 or above, are required for graduation from the Junior College. Eight semester hours of English are required of all candidates for the Junior College diploma; the remaining fifty-two hours may be taken in courses selected to meet the needs of the student in transferring to a higher institution, or in work adapted to the particular interests or talents of the individual. (A semester hour is the credit earned for a course which meets one period a week for eighteen weeks.)

Students may not earn more than sixteen hours' credit in a single semester; nor carry more than one extra—Music, Art, or Speech—in addition to sixteen hours of academic work. Physical Education (4 hours a week for 2 years) is required of all students.

Examinations are held at the close of each semester. The semester grade is the average of the class and examination grades; the passing grade is 60. A second examination may be taken within six weeks after resuming school work if the average of the examination and class grades is between 50 and 60. No class grade below 50 will be averaged with an examination grade.

A student who has completed the Junior College course at Frances Shimer School may enter the Junior Class at a college or university provided the work done here is chosen with reference to the requirements of the college of her choice. The following institutions have granted advanced standing to pupils who did one or more years of college work at the Frances Shimer School: Beloit College, Brenau College, University of California, Carleton College, University of Southern California, University of Chicago, University of Colorado, Columbia University, Cornell College, DePauw University, Detroit City College, Drake University, Evansville College, Grinnell College, University of Illinois, Illinois Wesleyan University, Illinois Woman's College, University of Indiana, University of Iowa, Iowa State College, Iowa State Teachers' College, University of Kansas, Knox College, Lake Forest College, Lake Erie College, Leland Stanford, Jr., University, Miami University, University of Michigan, Mills College, James Milliken University, Milwaukee-Downer College, University of Minnesota, University of Nebraska, Northwestern University, Oberlin College, University of Oklahoma, Penn College, Pomona College, Rockford College, Rollins College, Shurtleff College, South Dakota Northern Normal School, Sullins College, University of Washington, University of Wisconsin.

The Junior College

Why a Junior College?

In the reorganization of the American school system there is a tendency to redistribute the work of the high school and the college, and to include in the period of secondary education the first two years of college work. The new institution, the Junior College, is today doing an increasing proportion of the work of the College Freshman and Sophomore years. It is a significant fact that of the more than 300 Junior Colleges now in existence only thirty-six were established prior to 1913, and only fifteen are reported to have been established prior to 1907. Frances Shimer Junior College graduated its first class in 1910.

Some students wish to continue their education beyond the high school, but do not desire the more extended type offered by the four-year college. For these students the Junior College, furnishing a practical and thorough training, serves as a completion school.

The tremendous growth of the large universities, resulting at times in overcrowding, frequently renders it advantageous to the student to do the work of the Freshman and Sophomore years in a smaller institution.

The private Junior College combines a safe, comfortable, attractive home life and close association of students and faculty with the high quality and standards of instruction given in the large institutions.

The two years of the Junior College serve as a transition from home into the larger and more complex life of the university. During this period students under guidance grow in knowledge, self-reliance, and in soundness of judgment, and are thus prepared to meet the exacting work and the deeper problems presented by the larger world of the great universities.

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1. Those who plan to complete the four-year college course, but who wish to take the Freshman and Sophomore years in the socially supervised environment of a private Junior College of high scholastic standards. The diploma of the School admits to the Junior year of all middle-western and western colleges and universities, providing the work is chosen with reference to the requirements of the institution to which the student expects to transfer.
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Junior College Courses*

(Open only to students in the Junior College)

English

MISS E. MAY PARKER, MISS POLLARD, AND MISS MILES

1. ENGLISH COMPOSITION: A study and application of the fundamental principles of composition, and the four forms of discourse. Long and short themes. Personal conferences. Textbooks: Manly and Rickert's *The Writing of English, Handbook of Composition*. Required for graduation from the Junior College. First semester.

2A (1). COMPOSITION: Practice in writing with emphasis on narration and exposition. Text: *Century Book of Selections*. Two semester hours. (2) LITERATURE: A study of the essay and short story, with reference to types, development, and authors. Two semester hours. Second semester.

2B. SURVEY OF ENGLISH LITERATURE: Assigned readings, arranged chronologically, to show the historical development of English literature, with reference to the characteristics of each period. Introduction to interpretation and criticism through assigned readings. Textbook: *Century Book of Readings in English Literature*. Second semester.

NOTE: English 2A or English 2B is required for graduation from the Junior College.

3. SHAKESPEARE: A study of representative plays from the four periods, with an introduction to Shakespearean criticism. Prerequisite: English I, and English 2A or 2B. First semester.

4. BRITISH POETS OF THE NINETEENTH CENTURY: Wordsworth, Coleridge, Scott, Byron, Shelley, Keats, Browning, Tennyson. Second semester.

History

MR. MCKEE, MISS EMERSON, AND MISS MORRISON

1. AMERICAN HISTORY, 1787-1865: Text supplemented by reference work. Weekly papers. Text: Bassett, *A Short History of the United States*. Second semester.

2. ENGLISH HISTORY—PERIOD TO 1603: Supplementary reading in both source and secondary material. Notebook-work and written papers. Text: Terry, *English History*. First semester.

3. ENGLISH HISTORY—1603 TO MODERN TIMES: Continuation of first semester.

* Each course, unless otherwise stated, counts four semester hours for each semester; that is, four-sixtieths of the total number of sixty hours required for graduation from the Junior College.

4. HISTORY OF ART: Course begins with early Egyptian art but is based mainly on the painting, sculpture, and architecture of the period of the Renaissance and since that time. Instruction is supplemented by the use of pictures. A notebook and two term papers are required of each student. Text: Gardner, *Art through the Ages*. Offered each semester.

Biblical History

MR. SEITNER

FIRST SEMESTER

HISTORY OF THE HEBREWS: The course includes a study of the political, social, and religious development of the Hebrew people from the call of Abraham to the Babylonian captivity. Text: Kent and Bailey, *History of the Hebrew Commonwealth*.

SECOND SEMESTER

LIFE OF CHRIST: This course is a careful study of the life of Christ, his land, people, times, and his teachings. Texts: Burton and Mathews, *Constructive Studies in the Life of Christ*; Mathews, *Social and Ethical Teachings of Jesus*.

Economics

MR. MCKEE

OUTLINES OF ECONOMICS: Consumption, Production, Money, International Trade, The Labor Problem, Transportation, Socialism, Public Revenues, Expenditures, Taxation. *Outlines of Economics* by members of the Department of Political Economy of the University of Chicago will be used as a basis. First semester. Open only to second-year College students.

Sociology

MISS EMERSON

I. SOCIOLOGY: Designed to give the student a working system of thought about society, social forces, social control, collective behavior, and social population, race prejudice, poverty, and crime. Text: Giddings, *Elements of Sociology*. Second semester.

Psychology

MRS. MCKEE

The course includes: (1) a brief survey of the problems and methods of psychology; (2) a brief study of the human nervous system and its functions; (3) an analysis of the phenomena of consciousness and behavior, including the processes and laws of mental development. Prerequisite: Physiology.

THE FRANCES SHIMER SCHOOL

Text: Robinson and Robinson, *Readings in General Psychology*, with references to other authors, especially James, Judd, Dewey, Angell, Royce, Pillsbury, Thorndike, and Titchener. First semester. Open only to College Sophomores.

Education

MRS. MCKEE

A survey course including a study of (1) the development of the American school system, (2) the major problems of education, and (3) present-day theories and practices in Education. The purpose is (1) to orient the student in the great field of Education and to prepare for specialized study, and (2) to introduce those who wish to prepare for teaching to the problems connected with the organization and administration of schools. Texts: Judd, *Introduction to the Scientific Study of Education*; Cubberly, *An Introduction to Education*. Collateral reading: Thorndike, Cubberly, Dewey, Terman, Bagley, Strayer, Charters. Second semester. Open only to college Sophomores.

Physical Science

MISS MOORE

I. GENERAL INORGANIC CHEMISTRY: Text: Deming, *General Chemistry*. Laboratory manual: Deming and Arenson, *Laboratory Manual*. Laboratory fee, \$5.00 each semester. 4 laboratory periods and 3 recitation periods a week. Both semesters.

ORGANIC CHEMISTRY: 4 laboratory periods and 3 recitation periods a week. Text: Cohen, *Theoretical Organic Chemistry*. Manual: Fisher, *Laboratory Manual of Organic Chemistry*. Prerequisite: 1 year-course in General Inorganic Chemistry. Fee, \$5.00. First semester.

Natural Science

MISS PETERS

I. PHYSIOLOGY: This is an introductory course in the study of physiology and includes a study of the circulatory, respiratory, digestive, and nervous systems of the body. The work is partly experimental and partly demonstration. The laboratory manual is the one prepared by the Physiology Department in the University of Chicago. Text: Kimber and Gray, *Anatomy and Physiology*. Laboratory fee, \$5.00. Offered each semester.

2. ZOÖLOGY: This course embraces the fundamental principles of zoölogy. Only a few animals, as reviewed from the evolutionary standpoint, are considered. Morphology is co-ordinated with physiology, ecology, and behavior, and serves to illustrate the probable course of evolution. The course parallels

Zoölogy I as given at the University of Chicago. Laboratory fee, \$5.00. Text: Newman, *Elements of Zoölogy*. Laboratory Manual: Hyman. Second semester.

3. BOTANY: A general survey of the principles of botany. Morphology is studied by means of type forms from the four great plant groups. Ecology, plant physiology, and reproduction are also emphasized. Laboratory fee, \$5.00. Text: Sinnott, *Principles and Problems in Botany*. First semester.

4. BOTANY II: Course in Systematic Botany. Prerequisite: Elementary Botany. Laboratory fee, \$5.00. Text: Gray, *Lessons in Botany*. Laboratory manual: Gray, *Manual*. Second semester.

Mathematics

MISS BAXTER

1. TRIGONOMETRY: Trigonometric functions of angles, logarithms, and the solution of triangles. Relations between functions of more than one angle, inverse functions, and trigonometric equations. Text: Wilczynski and Slaught, *Plane Trigonometry*. Prerequisite: Algebra and Geometry. First semester.

2. COLLEGE ALGEBRA: Algebraic review, progressions, complex numbers, logarithms, combinations and permutations, mathematical induction, theory of limits, theory of equations, determinants, partial fractions, and probability. Text: Rietz and Crathorne, *Introductory College Algebra*. Prerequisite: Algebra and Geometry. Second Semester.

Latin

MISS HOSTETTER

1. CICERO: *De Senectute*; TERENCE: *Phormio*; Latin writing. First semester.

2. LIVY: Books 21 and 22. Selections from Book I. Latin writing. Second semester.

3. HORACE: *Odes*. Outline history of Latin literature. First semester.

4. TACITUS: *Agricola* and *Germania*. Second semester.

French

MISS THOREEN AND MISS ROOT

1. FIRST YEAR: Phonetics, grammar, dictation, conversation. Texts: Fraser and Squair, *The New Fraser and Squair Grammar*; Spink, *Le beau pays de France*.

2. SECOND YEAR: Advanced work in grammar and composition. Themes throughout the year. Texts: Labiche et Martin, *La poudre aux yeux*; Fraser and Squair, *The New Fraser and Squair Grammar*; Lavissee, *Histoire de France*; De Sauzé, *Contes gais*; Halévy, *L'abbé Constantin*.

3. THIRD YEAR: Grammatical review. Themes and sight translation throughout the year. Reports on books read outside of class. Texts: François, *Advanced French Composition*; Manley, *Eight French Stories*; Dumas, *La question d'argent*; Danemarie, *Le secret de l'étang noir*, Loti, *Pêcheur d'Islande*.

4. FOURTH YEAR: Composition and themes throughout the year. Reports on books read outside of class. Texts: Molière, *Le Bourgeois Gentilhomme*; Corneille, *Le Cid*; Badaire, *Précis de Littérature Française*; Hugo, *Hernani*; François, *Advanced French Composition*.

Spanish

Miss Root

1. FIRST YEAR: Grammar, pronunciation, dictation, conversation. Current events from Spanish periodicals. Texts: Wilkins, *New First Spanish Book*; Pittaro and Green, *Cuentos Contados*.

2. SECOND YEAR: Composition and a thorough grammar review. Reading in class and reports on outside reading. Conversation based on Spanish periodicals. Texts: Seymour and Carnahan, *Short Spanish Review Grammar*; Martinez Sierra, *Teatro de Ensueno*; Escrich and Carrion, *Fortuna and Zaraguela*.

Home Economics

Miss Fortna

The courses offered in this department are planned for two classes of students, those who expect to specialize later in Home Economics and those who desire some fundamental knowledge of household problems.

1. FOODS: A study of foods emphasizing composition and nutritive value in relation to cost; food combinations; preparation and serving of meals; commercial processes; pure-food legislation; special problems such as child diet, school lunch, and special diets; cost of food in relation to the family budget. 3 double laboratory periods and 2 recitation periods a week. Text: Sherman, *Chemistry of Food and Nutrition*. Prerequisite or concurrent: Chemistry. Fee, \$15.00 each semester. Both semesters.

2. CLOTHING I: Construction of garments; study of textiles as to fiber, weave, tests; textile economics; hygiene of clothing; choice and care of clothing. 3 double laboratory periods and 2 recitation periods a week. Text: Woolman, *Clothing, Choice, Cost, Care*. Prerequisite or concurrent: Design. Fee, \$5.00. First semester.

3. CLOTHING II: Advanced garment construction; application of principles of design to costume; use of dress form; study of historic costume in relation to modern dress. 3 double laboratory periods and 2 recitation periods a week.

Text: Fales, *Dressmaking*. Prerequisite or concurrent: Clothing I or 1 year of High-School Clothing; Design. Fee, \$5.00. Second semester.

4. DESIGN: Fundamental principles of design and their application to dress, architecture, etc.; a study of line, light and dark, color, composition, proportion, and lettering. 3 double laboratory periods and 2 recitation periods a week. Text: Goldstein, *Art in Every Day Life*. Fee, \$5.00. First semester.

5. APPLIED DESIGN: Application of design to materials—paper, cloth, leather. Problems in book-binding, portfolios, block printing, tied and dyed work, basketry, hat boxes, and leather tooling. 4 double laboratory periods a week. Prerequisite: Design. Fee, \$5.00. Second semester.

6. HOME MANAGEMENT: A study of household budgets and accounts; investments and savings; household equipment and its care; schedule of work; upkeep of the home; home laundering; home nursing. 4 recitation periods a week. Text: Andrews, *Household Economics*. First semester.

7. HOME PLANNING AND FURNISHING: A study of historic types of architecture as influencing present-day styles; period furniture; relation of good design in the planning and furnishing of a home artistically and conveniently; house plans. 3 double laboratory periods and 2 recitation periods a week. Text: Robinson, *Domestic Architecture*. Prerequisite: Design. Fee, \$5.00. Second semester.

NOTE.—Foods, Clothing, and Home Management are offered every year. Applied Design will alternate with Home Planning and Furnishing.

SUGGESTED HOME ECONOMICS COURSE*

	Semester Hours
English.....	8
Chemistry.....	8
Foods.....	8
Clothing.....	4
Design.....	4
Electives.....	24
	<hr/>
	60

* Additional Home Economics courses may be chosen as electives. Students who plan to teach before continuing their college work should elect Physiology, Psychology, and Education.

Teachers' Course

FOR JUNIOR COLLEGE STUDENTS

Students who complete the following course will be recommended by the Illinois State Examining Board to the County Superintendent to receive second-grade certificates to teach in the elementary grades and may be indorsed by the

THE FRANCES SHIMER SCHOOL

County Superintendent for teaching in the first two years of high school, without examination. The course meets all the state requirements for a first-grade certificate except practice teaching. Such a certificate may be obtained after one year of successful teaching.

	Semester Hours
English.....	8
Mathematics or Natural Science.....	8
American or English History.....	8
Economics.....	4
Educational Psychology.....	4
Introduction to Education.....	4
Electives.....	24
	<hr/> 60

Music

Credit toward graduation from the Junior College will be given for the following courses which may be offered as electives.

HARMONY: A study of harmony at the keyboard and by written work covering major and minor keys, key relationship, intervals, triads in all forms and their relationship and identification to keys, cadences, all chords of the seventh, the dominant ninth, altered chords, chord progressions in four-part writing, appoggiatura, suspensions, anticipations, passing-tones and chords. Analysis of hymns. Text: White, *Harmony and Ear Training*; Chadwick, *Harmony*. Four periods a week. First and second semesters. MISS ALLYN.

HISTORY OF MUSIC: The course in History of Music covers ancient as well as modern music, with special attention to the development of music since 1700. One recitation each week is devoted to compositions of musicians studied in the preceding three recitations, either in the form of a recital or of analysis, in order to make the results of the course of practical value. Text: Hamilton, *Outlines of Music History*. First semester. MISS WALLACE.

Applied Music

Credit, not to exceed 8 of the 60 hours required for graduation from the Junior College, may be given for advanced work done in Piano, Violin, or Voice (not a combination of two) with these conditions:

a) Applicant must present at the same time a course in Harmony covering 4 hours a week for 36 weeks.

b) The work in applied music must be of an advanced grade with 1 hour's instruction per week and 2 hours' practice per day for one year.

CALENDAR FOR 1928 AND 1929

Public School Music

MISS WALLACE

This course offers an opportunity for comprehensive study of the theory and practice of public-school music. It is offered for high school graduates who desire to prepare for supervising music in the public schools, and for grade teachers who wish to conduct the work in music in the individual grade.

A diploma will be granted upon the completion of 60 hours of work, which shall include Theory and Practice of Public School Music, and 2 years of private lessons in Voice. The work in Voice must be of an advanced grade, with one hour of instruction per week and 1½ hours' practice a day throughout the school year. Membership in the school Glee Club is also required of all students in the Public School Music Course.

FIRST YEAR: Notation; ear-training; outline of systematic work for first four grades; presentation of the rote song; methods of presentation and development of the different rhythmic and melodic problems. Two hours a week, first and second semesters.

SECOND YEAR: Methods (cont.); study of child voice in the upper grades; art of conducting; relation of supervisor to the grade teacher; continuous practice work throughout the year under the direct supervision of the critic teacher. Two hours a week, first and second semesters.

The following tentative course is outlined for those who wish to qualify for the diploma in Public School Music:

FRESHMAN YEAR

FIRST SEMESTER	Semester Hours	SECOND SEMESTER	Semester Hours
English	4	English	4
Harmony	4	Harmony	4
Voice	2	Voice	2
Public-School Music	2	Public-School Music	2
Elective	4	Elective	4
	<hr/> 16		<hr/> 16

SOPHOMORE YEAR

FIRST SEMESTER	Semester Hours	SECOND SEMESTER	Semester Hours
Public-School Music	2	Public-School Music	2
Voice	2	Voice	2
History of Music	4	Education	4
Psychology	4	Electives	8
Elective	4		<hr/> 16
	<hr/> 16		

THE FRANCES SHIMER SCHOOL

Speech

MISS BURTIS

There is nothing that denotes a young woman's culture and refinement as greatly as does her speech. It is the purpose of this department to stimulate artistic self-expression and to develop a genuine appreciation of the best in literature.

A diploma in speech is granted to students who complete twelve hours of work in the department and have one year of private instruction in addition to forty-eight hours chosen from courses offered in the other departments of the Junior College. Not more than six hours in Speech may be counted toward the sixty hours required for the diploma in the general course in the Junior College. Not more than one diploma will be granted for sixty hours of work.

The following courses, each of which counts two semester hours' credit, are open only to Junior College students:

FUNDAMENTALS OF SPEECH: A course in the principles of speech, including training in the use and cultivation of the voice, and bodily expression as applied to the interpretation of literature. First semester, Freshman year.

PUBLIC SPEAKING: A course designed to give practical training in public speaking, particularly types of speaking demanded of the modern college woman in club and community affairs. First semester, Freshman year.

LITERARY INTERPRETATION: Study of the technique required to interpret the different literary forms: lyrics, ballads, narratives, monologues; special attention to story-telling. The presentation of one program is required. Second semester, Freshman year.

EXTEMPORANEOUS SPEAKING: The purpose of this course is to develop in the student poise, confidence in expressing herself before others, and the ability to think on the platform. Individual attention is given to each student's needs. Second semester, Freshman year.

PLAY PRODUCTION: A course covering the selection, direction, makeup, and costuming of plays. It includes practical experience in the production of plays as well as acquaintance with a large amount of dramatic material. First semester, Sophomore year.

ADVANCED PLAY PRODUCTION: A continuation of the foregoing, with more detailed study of the technique of acting and directing in reference to little-theater and community groups. Each student is given experience in directing a play. Second semester, Sophomore year.

Suggested course for students expecting to classify for the diploma in Speech:

CALENDAR FOR 1928 AND 1929

FRESHMAN YEAR

FIRST SEMESTER	Semester Hours	SECOND SEMESTER	Semester Hours
English Composition	4	English Literature	4
Fundamentals of Speech	2	Literary Interpretation	2
Public Speaking	2	Extemporaneous Speaking	2
Electives	8	Electives	8
	<hr/> 16		<hr/> 16

SOPHOMORE YEAR

FIRST SEMESTER	Semester Hours	SECOND SEMESTER	Semester Hours
Play Production	2	Advanced Play Production	2
Private lessons in Speech		Private lessons in Speech	
English Literature	4	English Literature	4
Electives	8	Electives	8
	<hr/> 14		<hr/> 14

The Academy

The courses of study in the Academy include the requirements necessary for admission to the best colleges. Any academic pupil who wishes to prepare for a specified college or university may pursue such studies as are required by that institution; other pupils may select such studies as they prefer, subject to conditions stated below.

Before classification pupils must present an official report from the school last attended, showing courses pursued, grade, and honorable dismissal. Classification will be delayed until a certified list of credits is presented; work done under private tutors will be accepted only on examination.

Requirements for graduation:

	Units
English.....	3
Foreign language*.....	2
History.....	1
Mathematics.....	2
Science, taken in third or fourth year.....	1
Electives.....	6
	15

* Both units must be in the same language.

A unit is the credit earned for a course meeting five times a week for thirty-six weeks.

Each pupil is expected to carry four subjects; strong pupils may sometimes carry an extra course in Music, Art, or Speech. Physical Education is required of all pupils in addition to the fifteen units mentioned above.

Examinations are held at the close of each semester. The semester grade is the average of the class and examination grades. The passing grade is 60; for recommendation to college, 70. A second examination may be taken if the average of the examination and class grades is between 50 and 60. No class grade below 50 will be averaged with an examination grade.

Pupils who desire certification to college from this School must spend the Senior year here, carrying not less than four courses.

Summary of Academic Courses Offered

<i>History:</i>	Units	<i>English:</i>	Units
1. American and Civics	1	(Required for admission to college.)	
2. Ancient	1	Composition, Rhetoric, History of	
3. European	1	English Literature. Books required	
		for reading; books required for	
		study	3 or 4

CALENDAR FOR 1928 AND 1929

<i>Latin:</i>		Units	<i>Mathematics:</i>		Units
1. Foundations of Latin		1	1. Algebra to Quadratics		1
2. { Caesar }			2. Algebra from Quadratics		$\frac{1}{2}$
{ Prose Composition based on }		1	3. Plane Geometry		1
Caesar }			4. Solid Geometry		$\frac{1}{2}$
3. Cicero and Prose Composition			<i>Drawing</i> (7½ hours a week)		1
based on Cicero		1	<i>Home Economics</i>		$\frac{1}{2}, \frac{1}{2}, 1$
4. Vergil and Composition		1	1. Sewing		$\frac{1}{2}$
			2. Cooking		$\frac{1}{2}$
<i>French:</i>			<i>Piano or Voice</i>		$\frac{1}{2}, 1, 1\frac{1}{2}, \text{ or } 2$
1. First		1	<i>Science:</i>		
2. Second		1	Physiol. and Hygiene		1
3. Third		1	Physics		1
<i>Spanish:</i>			Botany		1
1. First		1	Expression		$\frac{1}{2}, 1$
2. Second		1	Stenography		1 or 2

Academic Curriculum

FIRST YEAR

Required	Periods	Electives (Two to be taken)	Periods
English	5	Latin	5
Algebra	5	Physiology	5
Physical Training	4	Ancient History	5
		Cooking or Sewing	10
		Music and Drawing	
		Expression	

SECOND YEAR

Required	Periods	Electives (Two to be taken)	Periods
English	5	Latin	5
Geometry	5	Modern History	5
Physical Training	4	French	5
		Spanish	5
		Cooking or Sewing	8
		Music and Drawing	
		Expression	

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THIRD YEAR

Required	Periods	Electives (Four to be taken)	Periods
Physical Training	4	Latin	5
		French	5
		Advanced Algebra	5
		Botany	7
		Cooking or Sewing	8
		Solid Geometry	5
		English	5
		Spanish	5
		Civics	5
		Music and Drawing	
		Expression	

FOURTH YEAR

Required	Periods	Electives (Three to be taken)	Periods
English	5	Physics	7
Physical Training	4	Latin	5
		French	5
		Spanish	5
		Stenography and Typewriting	10
		Civics	5
		Music and Drawing	
		Expression	

French may not be taken until the second year. Stenography may not be taken until the fourth year.

One-half unit is allowed for sewing one semester, 8 periods a week. One-half unit is given for cooking 8 periods a week, one semester.

One-half unit in Music may be secured by taking instruction one hour a week for one year, practicing one and a half hours a day, or a unit for two years; in Voice, one hour's practice the first year; one and one-half the second. For two years' work in Speech, or for seven and one-half hours a week one year in Art, one credit is given. Not more than three of the fifteen units offered for graduation may be made up of Music, Art, Speech, Stenography and Typewriting, Cooking, Sewing.

College Preparatory Course

The following course is suggested for students who are preparing to take the examinations of the College Entrance Board for admission to the eastern colleges for women: Mount Holyoke, Smith, Vassar, Wells, and Wellesley.

Fifteen units shall be chosen from the following courses with reference to the requirements of the college which the candidate expects to enter. If admission is sought by the "new plan" it is suggested that those subjects which are offered for entrance shall be taken in the Senior year.

No student will be recommended for these examinations whose scholastic average is not 80 or above.

FRESHMAN YEAR

	Periods
English	5
Latin	5
Algebra	5
History	5

SOPHOMORE YEAR

	Periods
English	5
Latin (Caesar)	5
Geometry	5
Modern Language or History	5

JUNIOR YEAR

	Periods
English	5
Latin (Cicero)	5
Modern Language	5
Science (Botany)	7
or	
Mathematics (Adv. Alg.)	5
or	
History	5

SENIOR YEAR

	Periods
English	5
Latin (Vergil)	5
Modern Language	5
and	
Science (Physics)	7
or	
Mathematics { Solid Geom.	4
Math. Review	1
or	
History	5

Academic Courses

English

Composition and literature receive equal attention in each year's work. The books studied and the ground covered vary somewhat from year to year. The third year of the work is elective, the other three required for graduation; however, students are strongly advised to take the third-year work. Two English courses may not be taken at once; the fourth-year work may not be taken until the Senior year. Supplementary reading is required in all four years.

MISS PARKER, MISS POLLARD, MISS BURTIS

FIRST SEMESTER

1. FIRST-YEAR ENGLISH: Selections from Irving's *Sketch Book*, Scott's *Lady of the Lake*. Composition, oral and written, with drill in spelling, punctuation, and grammatical usage.
2. SECOND-YEAR ENGLISH: Outside reading of standard fiction and biography. Composition, oral and written. Text: *Literature and Life*, Book II.
3. THIRD-YEAR ENGLISH: Study of classic myths in preparation for reading poetry. In composition, emphasis on oral English. Practice in conducting business meetings, in speaking before an audience, and in forms of speech suitable for various public and social situations. Outside reading individually selected. Text: *Literature and Life*, Book III.
4. FOURTH-YEAR ENGLISH: Shakespeare's *Macbeth*, Milton's "Minor Poems." Review of grammar and fundamental principles of rhetoric. Practice in writing news, editorials, book reviews, narratives, and debates.

SECOND SEMESTER

1. FIRST-YEAR ENGLISH: George Eliot's *Silas Marner*, Shakespeare's *Julius Caesar*. Composition, oral, and written.
2. SECOND-YEAR ENGLISH: Dickens' *Tale of Two Cities*, Tennyson's *Idylls of the King*. Study of the sentence, punctuation, the forms of discourse. Practice in theme writing, letter writing.
3. THIRD-YEAR ENGLISH: Selections from American Literature with special reference to its growth and development. Theme writing.
4. FOURTH-YEAR ENGLISH: Macaulay's *Essays of Johnson and Addison*; essays, modern plays, and short stories.

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Latin

MISS HOSTETTER

FIRST SEMESTER

FOUNDATIONS OF LATIN (1): Inflections. Text: Ullman and Henry, *Elementary Latin*.

CAESAR (2): *Gallic War*, Book i, 1-29; Book ii. Prose Composition. Text: Beeson and Scott, *Second Year Latin*.

CICERO (3): *In Catilinam* i, ii, iii. Text: Moore, *Cicero's "Orations."*

VERGIL (4): *Aeneid*, Books i, ii, iv. Text: Fairclough and Brown, *Vergil's "Aeneid."*

SECOND SEMESTER

FOUNDATIONS OF LATIN: Syntax, Reading. *Fabulae Faciles*.

CAESAR: *Gallic War*, Books iii, iv; selections from Books v and vi. Prose Composition.

CICERO: *In Catilinam* iv; *De Imperio Cn. Pompei*, *Pro Archia*, and selections from *Letters*.

Aeneid vi. Selections from Ovid.

LATIN REVIEW COURSE (one period a week)—for Seniors preparing to take college-entrance examinations.

French

MISS THOREEN

FIRST SEMESTER

FIRST YEAR: Conversational method. Text: Meras, *Le premier livre*.

SECOND YEAR: Advanced work in grammar. Text: Lavissee, *L'histoire de France*; De Sauze, *Contes Gais*.

THIRD YEAR: Composition and conversation continued throughout the year. Text: Manley, *Eight French Stories*; Danemarie, *L'élang noir*.

SECOND SEMESTER

FIRST YEAR: Text: Meras, *Le second livre*.

SECOND YEAR: Text: Lavissee, *L'histoire de France*; Halevy, *L'Abbé Constantin*.

THIRD YEAR: Text: Loti, *Pêcheur d'Islande*; Dumas, *La question d'argent*.

Spanish

MISS ROOT

FIRST SEMESTER

FIRST YEAR: Grammar, pronunciation, conversation, and dictation. Text: Wilkins, *New First Spanish Book*.

THE FRANCES SHIMER SCHOOL

SECOND YEAR: Composition and thorough grammar review. Conversation and themes based on reader. Texts: Seymour and Carnahan, *Short Spanish Review Grammar*; Escrich and Carrion, *Fortuna and Zaragueta*.

SECOND SEMESTER

FIRST YEAR: Continuation of first semester's work in grammar, pronunciation, conversation, and dictation. Current events from Spanish periodicals. Texts: Wilkins, *New First Spanish Book*; Valera, *El Pajaro Verde*.

SECOND YEAR: Continuation of grammar review. Current events from Spanish periodicals. Reading in class and reports on outside reading. Texts: Seymour and Carnahan, *Short Spanish Review Grammar*; Martinez Sierra, *Teatro de Ensueno*; Alarcon, *El Capitan Veneno*.

Science

MISS PETERS, MISS MOORE, MISS SPURGIN

FIRST AND SECOND SEMESTERS

PHYSIOLOGY (1): The course presents in an introductory manner the general anatomy and functions of the human body. It is adapted to first-year students and aims to give a knowledge of the processes of circulation, respiration, digestion, and nervous control. Demonstrations. No laboratory. First semester. Text: Martin, *Human Body*, abridged edition.

HYGIENE: After giving a brief summary of the normal activities of the body, the course aims to give reasons and methods for promoting good health in individuals and communities. There is also a practical study of first aid. Second semester. Text: Blount, *Health, Public and Personal*.

PHYSICS (4): Millikan and Gale. Laboratory work twice a week. Laws of Motion; Pressure in Liquids and in Air; Molecular Motions and Forces; Work and Heat Energy; Magnetism; Electricity, Sound, and Light.

BOTANY (3): Andrews. An elementary study of the structure, nutrition, and classification of plants. The principles of plant propagation and breeding, forestry and ecological grouping. Field trips form an important feature of the course.

Mathematics

MISS BAXTER

FIRST SEMESTER

ALGEBRA (1): Slaught and Lennes. Elementary Course. Introduction to the Equation; Positive and Negative Numbers; Addition, Subtraction, Multiplication, and Division; Squares of Binomials; Graphs.

PLANE GEOMETRY (2): Slaught and Lennes. Plane Geometry. Rectilinear Figures; Straight Lines and Circles.

CALENDAR FOR 1928 AND 1929

ALGEBRA (3): Slaught and Lennes. Advanced Course. Review of Elementary Algebra, with a more complete study of Quadratic Equations, Ratio, Variation and Proportion; Exponents and Radicals; Progressions; Binomial Theorem.

SECOND SEMESTER

ALGEBRA (1): Simultaneous Equations; Special Products and Quotients; Factors; Quadratic Equations; Fractions with Literal Denominators; Ratio and Proportion.

PLANE GEOMETRY: Measurement of Straight Line-Segments; Areas of Polygons; Regular Polygons and Circles. Original demonstration throughout the course.

SOLID GEOMETRY: Lines, planes, and angles in space; a consideration of polyhedrons, cylinders, cones, and spheres, with computation of surfaces and volumes. Text: Slaught and Lennes, *Solid Geometry*.

History

MISS EMERSON

FIRST SEMESTER

GREEK HISTORY (1): Text: Breasted, *Ancient Times*.

MEDIEVAL HISTORY (2): Webster *Medieval and Modern History*. From the period of the German migrations into the Roman Empire through the Reformation.

UNITED STATES HISTORY: A brief survey of events in the United States from the discovery of America through the period of reconstruction. Text: Fite, *History of the United States*.

SECOND SEMESTER

ROMAN HISTORY: Text: Breasted, *Ancient Times*.

MODERN HISTORY (2): Webster, *Medieval and Modern History*. From the Reformation to early twentieth-century Europe.

CIVICS (3): Study of the form and functions of government. Text: Forman, *American Democracy*.

Supplementary reading, some source work, and notebooks required in all history courses.

Home Economics and Household Art

MISS FORTNA

SEWING: Study of textile fibers and fabrics; fundamental processes in construction of garments; use of sewing-machine and attachments. 3 double laboratory periods and 2 recitation periods a week. Text: Dyer, *Textile Fabrics*. Fee, \$5.00. Credit, $\frac{1}{2}$ unit. First semester.

THE FRANCES SHIMER SCHOOL

COOKING: Preparation and serving of foods on the meal-plan basis; planning menus; table service; cost of food; nutritive value of food in relation to health. 3 double laboratory periods and 2 recitation periods a week. Text: *Iowa State College Handbook of Foods and Cookery*. Fee, \$15.00. Credit, $\frac{1}{2}$ unit. Second semester.

Physical Education

The Physical Education Department aims to promote health, teach mastery of the body, improve posture, correct physical weaknesses, and instil ideals of good sportsmanship.

A large campus affords opportunity for out-of-door sports in the fall and spring. The nine-hole golf course on the campus is unusually attractive and well kept. The gymnasium, on the ground floor of Hathaway Hall, extends over a space 87×36 feet, with ample light, heat, and shower baths. The seasonal program offers:

FALL: Hockey; tennis; golf; volley-ball; hiking.

WINTER: Basket-ball; gymnastics; folk dancing; low and high organized games; interpretative dancing; hiking.

SPRING: Tennis; interpretative dancing; soccer; golf; hiking.

Every student is required to have some form of physical exercise four periods a week throughout the school year.

Every student is given a thorough physical examination by the instructor on entrance so that her special needs may be considered in assigning her to classes in Physical Education. A competent physician is in charge of the heart examinations.

The regulation gymnasium suit consists of black bloomers, an all-white washable middie, high white tennis shoes, and black stockings.

Speech

Private instruction in Speech is open to Academy students.

Stenography and Typewriting

MISS POLLARD

The stenographic course is open to both Junior College students and Academy Seniors. It is the aim of this department to equip students with skill in taking moderately rapid dictation and transcribing it accurately. Short-hand may not be elected without typewriting as a concurrent course.

STENOGRAPHY (Gregg shorthand): During the first semester the fundamental principles of the system are learned and a small but common vocabulary built up. In the second semester the theory of the shorthand system and the

C A L E N D A R F O R 1 9 2 8 A N D 1 9 2 9

work on vocabulary is continued and is augmented with periods of dictation from business correspondence. One unit.

TYPEWRITING: The first semester's work consists entirely in becoming acquainted with the use of the several parts of the machine; acquiring the mastery of the keyboard by touch; developing a minimum speed of fifteen words a minute when writing connected but unfamiliar matter. During the second semester typewriting and shorthand are closely correlated. Three periods a week are given to the transcription of shorthand notes, preceded by class discussions of the typing problems of form, punctuation, and spacing; two periods are devoted to the further acquisition of speed in typewriting from ordinary copy. One unit.

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Department of Music

Piano Course

MISS SCHUSTER, MISS WALLACE, MISS ALLYN, MISS BURNTON

This course, which pupils of average musical ability may, by taking two half-hour lessons per week and practicing three or four hours per day, complete in three years, is divided into six grades. In every grade a sufficient number of pieces will be given to insure proper development of style. The course for graduation also requires sufficient work in accompanying and transposing to render the pupil proficient in both.

Students may enter any grade for which they are found qualified. Some previous knowledge of the rudiments of music is expected of pupils entering the regular course. Superior advantages, however, are provided for those beginning music.

GRADES I AND II

Major and minor scales with corresponding chords and arpeggios and finger technique; studies by Duvernoy, Opus 176 and 120; Krause, *Trill Studies*; Loeschhorn, Opus 66, Book 1; Heller, Opus 47; Lecoupey, Opus 26; Bach, little preludes and two-part inventions; sonatinas; easy sonatas by Mozart, and Beethoven, Opus 49, Nos. 1 and 2; also melodious pieces of corresponding difficulty.

GRADES III AND IV

Scales continued; chords and arpeggios of the dominant and diminished sevenths; studies by Biehl, Opus 60 and 66; Loeschhorn, Opus 66, Books 2 and 3; Czerny, Opus 299; Hasert, Opus 50; Heller, Opus 45 and 46; Bach, three-part inventions and French suites; selections from Händel, *Album*; sonatas continued; Mendelssohn, "Song without Words"; modern composers.

GRADES V AND VI

Scales in double thirds; octave studies and advanced technical work; studies by Czerny, Opus 740; Cramer and Clementi, *Gradus ad Parnassum*; Bach, English suites and clavichord; Schumann's compositions; Weber's works, and pieces by Bendel, Godard, MacDowell, Liebling, Loeschhorn, Chopin, Henselt, and Grieg; Beethoven's sonatas; Bach's preludes and fugues.

Advanced Course

For those who desire to continue in the School and carry their work to a greater degree of attainment an advanced course has been arranged, as follows:

Czerny, *School of the Virtuoso*; Kullak, *Octave Studies*; études by Neupert, Seeling, Foote, and Moscheles; sonatas by Scarlatti, Weber, and Grieg; con-

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certainly in D minor, Mozart, and in C major, Beethoven; compositions by Raff, Reinecke, Liszt, Rubinstein, Schumann, Sinding, Debussy, and others; Beethoven's more important sonatas.

Violin Course

MISS BURNTON

GRADES I AND II

Particular attention is given to position, the manner of holding the violin and bow; also to good intonation and tone quality. Hohman Books I and II Mitchell, easy pieces; Wohlfahrt, Opus 45, Book I; Kayser, Opus 20, Book I; Mazas; Pleyel duos; Ries, Book I; pieces of corresponding grade.

GRADES III AND IV

Wohlfahrt, Opus 45, Book II; Kayser, Opus 20, Book II; Ries, Book II; Dancla, *Airs Variés*, Opus 89; selected pieces.

GRADES V AND VI

Hans Sitt or Schradieck scales; Sevcick, *Changes of Positions*; Mazas, Opus 36, Book I; Kreutzer, to double stop; études; Casorti, *The Technique of Bowing*; selected sonatas and concertos; suitable pieces; ensemble work.

Advanced Course

Mazas, Opus 36, Book II; Herman, preparatory double-stop études; Kreutzer, double stops; Fiorillo; Rode, caprices; Rovelli; Ganinie; Dancla, Opus 100. More difficult concertos and sonatas and pieces of corresponding grade.

Vocal Course

MISS WALLACE

The first and most important consideration in voice-building is the establishment of correct breathing. This fact will be emphasized throughout the entire course.

GRADES I AND II

Exercises for tone production; exercises in breathing; elements of notation; exercises in vocalization and solfeggio; sight-singing.

GRADES III AND IV

Exercises in vocalization and solfeggio continued; exercises for articulation in English and Italian; studies by Sieber, Concone, Vaccai, Lamperti, Marchesi, and others are used; arias of moderate difficulty, ensemble singing.

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GRADES V AND VI

More difficult studies in phrasing and expression; exercises for flexibility, embellishment, etc., at the same time building and memorizing a repertoire of church, concert, and operatic music.

Advanced Course

The continuation of first course, with more finish and breadth of style; greater familiarity with the standard operas and oratorios; Bordogni's 36 *Vocalises*, Books I, II; exercises, studies, and pieces of noted difficulty; proficiency in sight-singing; a knowledge of piano music equal to third grade. The final examination will include the rendering of a recital program memorized.

Requirements for Graduation in Department of Music

Completion of Grade VI in Piano, Violin, or Voice.

A public recital, the program to be selected by the instructor to suit the style and ability of the player.

The following Academic work:

	Units
English.....	3
French, Latin, or Spanish.....	2
History.....	1
Harmony.....	1
History of Music.....	$\frac{1}{2}$
Electives.....	$5\frac{1}{2}$

A diploma is granted upon completion of this course.

Department of Art

MISS BAWDEN

Pupils are not received for less than three hours a week.

GRADES I AND II

Chiefly pencil and charcoal work from the simpler casts, in outline and general light and shade, together with studies of familiar objects from still-life. Colored pencils, chalks, and pen-and-ink drawing. A pencil sketch class gives all students an opportunity to draw from nature, still-life, and life.

GRADES III AND IV

Drawing from the more difficult antique casts, with shadows carried farther. Pictorial composition. Outdoor sketching in various materials. Pastel and pen-

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and-ink work. Decorative work including enamels, gesso-craft, stenciling, fabric painting, and block printing. Studies from nature and still-life in monochrome and color.

GRADES V AND VI

Sketching and more difficult cast work. Water-colors and oils, from advanced still-life, and arrangements of fruits and flowers. Outdoor, interior, and life drawing and painting.

Advanced Course

Those who have completed the regular course and desire to continue are given a year of advanced work, consisting of original studies in all mediums. These are expected to show the pupils' ideas of composition in form, design, and color. They are to be landscape from nature, portrait, still-life, full-figure.

This course requires a minimum of three hours' instruction daily.

Equipment

The Studio is large and well lighted and is supplied with a collection of casts, pottery, antique brass and copper, draperies, studies, designs, and current art magazines.

Required Academic Work for Graduation in Art

	Units
French or Latin or Spanish.....	2
History.....	1
Rhetoric and Composition and Literature.....	3
History of Art.....	$\frac{1}{2}$
Elective Scholastic Work.....	$6\frac{1}{2}$

Expenses

The sum of \$10.00 must be deposited when a room is engaged either by old or new pupils; no room will be reserved unless this deposit has been made. This deposit will be deducted from the bill of the first semester, or, if the pupil gives up the room before August 1, the deposit will be returned on request.

It is understood that all house pupils enter for the year unless written arrangements to the contrary are made on entering.

If bills are desired before payment is made, they should be asked for long enough in advance to have drafts in the hands of the School at the time of registration, on the day of opening. In the absence of a bill in advance, the regular fee, \$390.00, for home and tuition must be paid at the time of registration at the opening in September.

When a student is compelled to be absent from the School by protracted illness of the student herself covering six weeks or more during term time, the loss for the time after the room is surrendered may be shared between the pupil and the School. *No money is returned to pupils dismissed or suspended.*

Pupils who are absent from the first recitation after the vacation in the winter or spring will be charged \$5.00.

No pupil whose bills are not fully paid may receive a diploma.

The School offers a small number of worthy pupils of limited means opportunity to reduce their expenses by doing clerical work or work in the dining-room. Prospective students who seek such aid should write to the President, stating what part of the regular bill it is essential that they earn, and what kinds of work they are able and willing to do.

Summary of Expenses

Charges for the School Year

Home and tuition for the year, including board, room (with roommate), heat, electric light, washing of fourteen plain pieces of laundry a week, regular gymnastic work, chorus class, and tuition in not to exceed four studies in all branches except as noted below under "Extra Expenses." Of this amount \$10.00 is payable when room is engaged, \$390.00 at opening in September, and \$250.00 January 1 . . .	\$650.00
Fifth Study—per year	25.00
Tuition—day pupils	150.00
Lecture and recital fee for all house pupils and all scholastic day pupils.	10.00

Extra Expenses for School Year

Payable one-half with other school bills at opening and January 1	
Room alone	\$ 60.00
Piano lessons, principal, one hour a week	100.00
Piano lessons, assistant	80.00
Lessons in Singing	100.00
Violin lessons, one hour a week	100.00
Public-school music, two three-quarter-hour lessons a week, for the first year.	50.00
Second year, same as first year, with the addition of practice work under critic teacher	50.00
Lessons in Harmony and Analysis, four three-quarter-hour lessons a week, three or more in class, for the year	30.00
Sight-singing, two half-hour lessons a week	15.00
Use of piano one hour a day	10.00
Extra hours	7.50
Use of room for violin practice	5.00
Lessons in Art (pencil-drawing, charcoal, pen-and-ink, water-color, oil, pastel), two and one-half hours per day	90.00
7½ hours per week (one unit, 36 weeks)	67.50
More or less time, not less than three hours a week in art, as above, per hour25
Speech, two lessons a week in class, three-quarter hour; one lesson a week private, one-half hour long	45.00
Courses in home economics (see that department)	
Courses in stenography and typewriting, one semester, \$30.00; two	60.00
Laboratory fee, chemistry, zoölogy, and physiology, per semester (see departments)	5.00
Board, winter and spring vacations, \$2.00 per day; per week	10.00
Graduation fee	5.00

Those who enter for second semester only, pay 350.00

General Information

Residence halls.—Students from out of town are required in all cases, unless residing with near relatives, to occupy rooms in the school buildings. Students living in the dormitories avoid many distractions, come into very close contact with the life of the School, and are more likely to regard the school work as the one thing demanding their best efforts. They are led to cultivate a healthy spirit of self-reliance, and to gain from their fellow-students an enthusiasm for study. Not infrequently the best and most lasting results of school life are derived from its associations.

Rules for house pupils are furnished on entrance. In general, they provide for such order and behavior of the pupils as would be expected in a cultured home. The students in the Junior College have student government under a constitution adopted by themselves and approved by the Faculty. Academy pupils are free within the grounds in recreation hours; when outside the campus they are chaperoned.

The rooms are designed to be occupied by one, two, or three girls; the majority being planned for two students. An extra charge is made for a single room. All rooms are furnished with single beds (3'X6'3"), chairs, study tables, chests of drawers, and window shades. The windows are 6X4; the tops of the chests of drawers, 38X19. Students furnish rugs (if desired), bedding, curtains, towels, napkins and napkin ring, knife, fork, and spoon (for use at spreads and picnics), regulation gymnasium suit consisting of black bloomers, an all-white washable middy, high white tennis shoes, and black stockings. It is also recommended that they provide themselves with a hot-water bottle, an umbrella, and heavy walking shoes.

The girls are required to care for their own rooms. On school days the rooms must be clean and in order by eight o'clock when recitations begin. Personal instruction is given the girls when necessary.

As a precaution against fire, stoves of all kinds—oil, alcohol, gasoline, and chafing dishes—are prohibited in pupils' rooms. Pupils are not allowed to keep lamps, candles, or matches in their rooms, nor to use electric devices.

Dress.—The School does not dictate definite rule of dress, since dress is expressive of individuality. It is suggested, however, that in the selection of clothing, two standards be observed: suitability and simplicity. For school wear, one-piece dresses of material suited to the season have been found satisfactory. The conventional dinner dress has no place in the school wardrobe, although pupils do not wear their school dresses to dinner. One or two simple evening dresses for wear at the School parties are essential. Millinery is not an important problem. A simple tailored hat of becoming shape is all that is re-

quired. The same rule of simplicity and suitability applies to shoes. High heels are out of place on the campus except for evening. For everyday and walking, plain, well-made sport oxfords with low or medium heels are best.

Clothing which must be sent to the laundry should be plain. An extra charge will be made for all pieces difficult to iron, and for laundering blouses between December 1 and April 1. Laundry must be marked, in all cases, with woven names (not initial letters) made by J. & J. Cash Company, South Norwalk, Connecticut. Write them for prices.

Absences.—Students are expected to attend all school exercises. Parents are requested not to ask that their daughters be excused before the work is entirely completed at vacations; such requests are rarely granted. The full work continues to the hour of closing, and full work begins at the hour of opening after winter and spring vacations.

No student may under any circumstances leave town without permission previously obtained from the Dean of Women on written request of the parent. Reasonable week-end absences are allowed. Such requests should be addressed directly to the Dean of Women and in ample time for correspondence. Frequent absences interfere with the studies and health of the pupil concerned and also disturb the work of other pupils, seriously diminishing the efficiency of the School.

Guests.—Parents who come to inspect the School, or who bring their daughters to the School, are particularly welcome. When notified in advance, the School makes arrangements for the entertainment of friends of pupils not to exceed three days at one time. At Commencement, only guests of Seniors can be received. Pupils are not excused from any regular school duty on account of guests, and are not allowed to go to the railway station to meet guests or see them depart.

Miscellaneous.—Books, stationery, music, art materials, toilet articles, inks, may be purchased at the School Book Store at current prices. These articles may be charged, and an account will be rendered three times a year.

Parents are urged to give their daughters a monthly allowance which should cover all their expenditures while at school. A college branch of a local bank is maintained for the benefit of student depositors.

The use of the telephone is limited, in the interest of pupils. All conversations are limited to parents and during recreation hours.

All express and telegrams should be sent in care of the School and should be prepaid to avoid delay.

Special requests of any kind should come from the parent to the President direct, not through the student. Parents should not consent to requests by pupils,

THE FRANCES SHIMER SCHOOL

involving suspension of School regulations, until written request has been made to the President directly and answer has been received.
All secret societies are forbidden in the School.

Order for the Day

- 7:00 Breakfast.
- 7:30. Recreation.
- 8:05-12:10. Study, recitations, practice, studio.
- 10:20-10:40. Chapel.
- 12:20. Lunch.
- 1:10- 3:25. Study, recitations, studio and practice.
- 3:40- 5:15. Recreation and physical culture.
- 5:30. Dinner.
- 6:15- 6:45. Visiting hour.
- 6:45- 9:00. Study and practice.
- 9:30. Lights out.
- Saturday evening, recreation.
- Monday, study hours, 10:00-11:45 and 6:45-9:00 P.M. No recitation on Monday.
- Monday afternoon, recreation and shopping.
- Sunday, 2:30-5:00 P.M., quiet hour, 7:15 P.M., vespers.

Student Organizations

Believing that direction may be given in the worthy use of leisure and that girls should be given an opportunity to effect social contacts in groups voluntarily organized to pursue common interests, club life is encouraged. Membership, though not compulsory, is strongly urged. The meetings of the various clubs are held on the first Saturday evening of each month, and are a combination of study and social gatherings.

Young Women's Christian Association

This organization maintains a weekly prayer-meeting, encourages social life among the pupils, sends delegates to national students' gatherings, takes charge of Sunday evening meetings occasionally, and seeks in various ways to stimulate religious interest among the pupils and interest in philanthropic work in the world.

CABINET FOR 1927-28

President	GENEVIEVE FERRIS
Vice-President and Chairman of Membership Committee	BERNICE DEFENBAUGH
Secretary and Chairman of Publicity Committee	HELEN PORTERFIELD

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Treasurer and	
Chairman of Finance Committee	KATHERINE BEARDSLEY
Chairman of Social Service Committee	THYRIA HUGHART
Chairman of Religious Education Committee	BABETTE LEMON
Chairman of Religious Meeting Committee	CAROL BADGER
Chairman of Social Committee	HAZEL VOLTMER
Chairman Advisory Board	MISS FORTNA

Athletic Association

Purpose.—To arouse greater interest in physical education, stressing the enjoyment of sports and athletics, and the development of sportsmanship. The Athletic Association works in close co-operation with the Physical Education Department.

The point system offers four different awards: a small emblem, a large emblem, High Honors, and Laurel Links.

The Athletic Association sponsors the College-Academy hockey game on Thanksgiving Day; the hockey spread; a class basket-ball tournament; the basket-ball banquet; a bob-ride; five- and ten-mile hikes; the May fête; golf and tennis tournaments.

ATHLETIC ASSOCIATION OFFICERS, 1927-28

President	RUTH PETERSON
Vice-President	SARAH PORTER
Secretary	HELEN PORTERFIELD
Treasurer.	EMILY REED
Leader of Hikes	JEAN HINMAN
Head of Hockey	KATHERINE WASSON
Head of Dancing	BETTY KENNEDY
Head of Volley Ball.	MAURINE BLED SOE
Head of Basket-Ball	MADELENE MOSHER
Head of Soccer	ARLINE TOLEN
Head of Tennis	MADELAINE MENDELSON
Head of Golf.	ELEANOR STROMER
Recorder of Points	CATHERINE BEST

Green Curtain.—A dramatic Club, organized to create interest in good drama. Meetings are held for the reading and discussion of plays. The Club presents one or more plays during the year.

Current Fiction Club.—The purpose of this Club is to keep the members informed as to the content and value of recent fiction, the books being selected according to the tastes of the members.

Arts and Crafts Club.—The purpose of this Club is to acquire skill in making useful gifts.

THE FRANCES SHIMER SCHOOL

Fori Sociae Sorores.—It is the purpose of the Latin Club to become familiar with club organization and procedure, and to enjoy the Latin language and Roman customs in some of their lighter aspects.

Le cercle français.—The members of the French Club are organized for the study of French customs, games, songs, and plays.

The League of Women Voters.—This organization aims to arouse interest in good citizenship and the study of political and social questions of the day so that the members may become intelligent voters. They are organized under the constitution approved by the State League of Women Voters.

Mathematics Club.—The purpose of the Club is to stimulate interest in mathematics in some of its practical and scientific applications.

Chorus.—This organization is open to Academy or College students interested in singing. *College Glee Club* is open to college students interested in singing. It is the purpose of these two clubs to extend acquaintance with and to create appreciation for good music, and to furnish opportunity for musical expression. The clubs appear on various School programs during the year and present a joint recital.

Travel Club.—The aim of the Travel Club is to acquaint the members with places of interest abroad. The Club is this year outlining a trip to Europe. Each meeting is spent in the study of one country to be visited, with discussions of the points of interest which a traveler should see.

Poetry Club.—The members of this Club devote their meetings to the reading of poetry which appeals particularly to certain members or the leader, and to discussions of the work of poets not studied in literature classes.

Junior College Students, 1927-28

Adams, Berneta	Mt. Carroll
Adams, Josephine	Lanark
Alspaugh, Ellen Alice	Livingston, Mont.
Amlong, Margaret Ellen	Aledo
Anthony, Ruth N.	Evanston
Badger, Carol	Long Beach, Calif.
Baker, Reine Driggs	Denver, Colo.
Ball, Dorothy	Evanston
Beardsley, Katherine Jane	Kankakee
Beck, Helen Mae	Benton, Wis.
Best, Catherine Lily	Milwaukee, Wis.
Bissell, Gwendolyn Pearle	Louisville, Ky.
Bourke, Mary Jane	Chicago
Bowles, Jean Furnetta	Riverside
Boyce, Mabel Hannah	Holland, Mich.
Brady, Ruth	Los Angeles, Calif.
Brown, Eleanor Ruth	Grand Rapids, Mich.
Cahn, Beth B.	Sterling
Callahan, Mary Elizabeth	Chicago
Campbell, Virginia Jean	Oak Park
Canavan, Elizabeth B.	Chicago
Clark, Barbara	De Kalb
Colby, Lois	Savanna
Cox, Virginia	Wyandotte, Mich.
Cressey, Roberta Ernestine	Lost Nation, Iowa
Crist, Mary Elinor	Beloit, Wis.
Cromwell, Janet	Evanston
Dambman, Erma Mae	Chadwick
Davis, Mildred Virginia	Savanna
Defenbaugh, Bernice	Missouri Valley, Iowa
Dickson, Velma Frances	Montezuma, Iowa
Dyson, Thelma	Lanark
Edwards, Ellen Bernice	Denver, Colo.
Ferris, Genevieve	Hampton, Iowa
Fick, Florence Kathryn	Quincy
Fogle, Dorothea Wood	Wheaton
Fox, Alice	Hampton, Iowa
Fries, Elizabeth	Chicago
Gesman, Lucille Lee	Omaha, Neb.
Graham, Janet	Congress Park
Grout, Helen	Council Bluffs, Iowa
Hamilton, Constance	Kokomo, Ind.
Hartman, Beulah	Chadwick

THE FRANCES SHIMER SCHOOL

Harris, Leona	Aurora
Havens, Ruth	Savanna
Hughart, Thyria	Hampton, Iowa
Imig, Catharine Beth	Evanston
Jacke, Cherrie Earle	Dodge, Neb.
Jacke, Dorsel Maxine	Dodge, Neb.
Jameson, Helen E.	Ames, Iowa
Johnson, Dorothy Bessie	Mt. Carroll
Johnston, Madeleine	Spencer, Iowa
Joseph, Ruth	Marion
Karnebogen, Viola	Evanston
Kennedy, Jane Elizabeth	Duluth, Minn.
Kranz, Marion Louise	Kankakee
Landsberg, Margaret G.	Sac City, Iowa
Larsen, Bernis Elizabeth	Alta, Iowa
Lemon, Katherine Babette	Blue Island
LeMunyon, Evelyn Gwendolyn	Chicago
Lloyd, Jeannette Elizabeth	Boone, Iowa
Long, Beulah Mae	Anita, Iowa
Lourie, Elizabeth	Moline
MacKechnie, Catherine Cohoon	Chicago
Marshall, Josephine Ann	Duluth, Minn.
Mattes, Katherine Ellen	Spokane, Wash.
McGill, Celia	Elgin
Mearns, Ruth Jean	Winnetka
Morehouse, Mary Elizabeth	Harlan, Iowa
Mosher, Madalene Lois	Central City, Iowa
Mull, Mildred Alta	Cedar Rapids, Iowa
Munger, Margaret Edith	Spencer, Iowa
Nelson, Gladys B.	Chicago
Overmyer, June Adele	Algona, Iowa
Palmer, Alice Elizabeth	Madison, Wis.
Patton, Dorothy	Mt. Carroll
Peterson, Ruth Amaryllis	Chicago
Phillips, Marjorie	Mt. Carroll
Pickerill, Vera Emily	Avoca, Iowa
Pierce, Helen Lenore	Freep
Pollock, Edythe Gwendolyn	Chicago
Porter, Sarah Elizabeth	Chicago
Porterfield, Helen Marie	Arrowsmith
Prall, Amy West	Clinton, Iowa
Pringle, Louise	Red Oak, Iowa
Rannells, Winifred	Dunlap, Iowa
Riha, Evelyn Beatrice	Ber
Robb, Raye	Sioux Falls, S.D.

CALENDAR FOR 1928 AND 1929

Sanders, George Ann	Des Moines, Iowa
Sayer, Margaret Constance	St. Louis, Mo.
Sayers, Dorothy E.	Jefferson, Iowa
Schroth, Lois Julia	Blue Island
Senn, Gladys Evelyn	Chicago Heights
Shaner, Frances	Neponset
Sheehan, Libby Belle	Streator
Shimmin, Edith Mona	Rockford
Shlaes, Dena Badonna	Chicago
Shoemaker, Marguerite Mae	Mt. Carroll
Simmons, Ruth Elizabeth	Woodhull
Smith, Margaret Alice	Moline
Smith, Rosalind Emily	Chicago
Soisson, Louisa	Connellsville, Pa.
Spensley, Olive Lorraine	Chicago
Steinaker, Kathryn Jane	Beloit, Wis.
Stenquist, Augusta Sofia	Mt. Carroll
Steven, Gladys Louise	Chicago
Stromer, Eleanor Cordona	Berwyn
Tallman, Marian R.	Lanark
Terry, Kathryn	Sidell
Tims, Delight	Tama, Iowa
Tippery, Janet Blanchard	Minneapolis, Minn.
Turnbull, Emma Louise	Lapeer, Mich.
Turner, Gretchen Kathileen	Montfort, Wis.
Van Ness, Clarice	Peterson, Iowa
Voltmer, Hazel	Shannon
Wasson, Katherine	Galesburg
Waterman, Dorothea Lydia	Ann Arbor, Mich.
Webb, Mary Evelyn	Chicago
White, Vernetta	Mt. Carroll
Wild, Ruth Marilla	Toledo, Iowa
Wilkes, Caryl	Chicago
Williams, Mildred	Chinook, Mont.
Wilson, Eleanor	Moline
Wilson, Virginia	Kokomo, Ind.
Woodland, Mary S.	Omaha, Neb.
Yager, Mildred Marie	Prophetstown
Yenerick, Muriel	Earlville
Yokom, Florence Eleanor	Dubuque, Iowa

THE FRANCES SHIMER SCHOOL

Academy Students, 1927-28

Allen, Abigail Grace	Milwaukee, Wis.
Allen, Margaret Sandusky	Covington, Ind.
Anderson, Elizabeth Lydia	Red Wing, Minn.
Anderson, Gertrude Ione	Kankakee
Anderson, Jane M.	La Grange
Avery, Edythe C.	Akron, Ohio
Baudouine, Jane	Evanston
Best, Gertrude Ardella	Milwaukee, Wis.
Black, Irene Sonya	Milwaukee, Wis.
Bledsoe, Maurine Iva	Chicago
Bledsoe, Nellie Maxine	Chicago
Boozar, Miriam Elizabeth	Ames, Iowa
Burrows, Marjorie E.	Des Moines, Iowa
Caddick, Ione Elizabeth	Chicago
Campbell, Helen	Berwyn
Crane, Marjorie Douglas	La Grange
Crowley, Marjorie Fuller	Madison, Wis.
Cummings, Dorothy Maude	Chicago
Ellis, Virginia C.	Oak Park
Estel, Margaret Edna	Marshalltown, Iowa
Finley, Ann Josephine	Oneida
Flexner, Helen Irene	Pasadena, Calif.
Foster, Elizabeth Jones	Des Moines, Iowa
Friend, Edith Rose	Chicago
Fryer, Dorothy Harriet	Milwaukee, Wis.
Gardner, Marie Louise	Oak Park
Gifford, Nela Artemia	Springfield
Hageman, Mary Elizabeth	Rippey, Iowa
Hagquist, Grace	Chicago
Hansen, Virginia	Evanston
Harris, Eleanor	Sheldon
Hess, Virginia Van	Chicago
Hinman, Jean Lory	Denver, Colo.
Holman, Virginia Mary	Michigan City, Ind.
Howard, Marion Paul	Chicago
Hull, Alyce Mae	Chicago
Joffe, Myra Ina	Chicago
Johnson, Mildred	Champaign
Kenfield, Pluma Harriet	Bemidji, Minn.
Kirby, Annette Katherine	Chicago
Lapham, Nancy Corrine	La Grange
Larsen, Mona Marie	South Haven, Mich.

CALENDAR FOR 1928 AND 1929

Liederman, Inez	Chicago
Lubowich, Ethel Juanita	Chicago
Lummis, Frances Evelyne	Chicago
Magnus, Jane Aline	Chicago
Manchester, Betty Strayer	Chicago
Markley, Frances	Chicago
Medsker, Jeanne Elizabeth	Muncie, Ind.
Meeker, Pamela	Evanston
Mendelsohn, Madelaine	Chicago
Miller, Marian Beatrice	Milwaukee, Wis.
Mills, Phyllis Dorothy	Chicago
Munro, Marian	Keota, Iowa
Paulson, Maurita	Cedar Rapids, Iowa
Peterson, Winifred	Cedar Rapids, Iowa
Pullen, Mary Elizabeth	Oak Park
Rabinoff, Elaine Ruth	Chicago
Reber, Helen	Wheaton
Reed, Emily Wheelock	Culver, Ind.
Robinson, Evelyn	Chicago
Rode, Dorothy Ellen	Chicago
Rogers, Fern	Mt. Carroll
Salmen, Edna	Winnetka
Shoemaker, Margaret	Evanston
Siegel, Lillian Jane	Davenport, Iowa
Smith, Dorothy Grace	Chicago
Smith, Urania	Chicago
Snyder, M'Lisse Irene	Decatur
Steiner, Irma	Chicago
Stine, Jean Shirley	Moweaqua
Thompson, Isabel Frances	Wilmette
Thurston, Helene	Chicago
Tideman, Edith Cecelia	Wilmette
Tolen, Arline	Wilmette
Utley, Helen Bell	Oak Park
Van Kuren, Pearl M.	Cedar Rapids, Iowa
Vawter, Betty	Cedar Rapids, Iowa
Westman, Ellen Margaret	Moline
Williams, Virginia	Chicago

STUDENTS DOING SPECIAL WORK IN MUSIC, ART, OR EXPRESSION

Adolphson, Svea	Savanna
Allanson, Mary	Mt. Carroll
Bradbury, James	Mt. Carroll
Christian, Herbert	Mt. Carroll

THE FRANCES SHIMER SCHOOL

Coleman, Mary Elizabeth	Mt. Carroll
Donovan, Marguerite	Mt. Carroll
Doty, Winifred	Mt. Carroll
Fuller, Beth	Savanna
Hawbecker, Olive	Lanark
Hayback, Mrs. R. H.	Lanark
Hostetter, Linnaeus.	Mt. Carroll
Hostetter, Marelene	Mt. Carroll
Isenhardt, Arthur	Mt. Carroll
Miles, Mary Jean	Mt. Carroll
Miles, Nathaniel, Jr.	Savanna
Miles, Mrs. Paul	Mt. Carroll
Petty, Suzetta	Lanark
Puterbaugh, Marjorie	Mt. Carroll
Schreiner, Della	Chadwick
Stadel, Mildred	Lanark
Stitzel, Kathryn	Mt. Carroll
Turnbaugh, Emily	Mt. Carroll
Turnbaugh, Mary	Savanna
Williams, Dorothy	Lanark
Zuck, Mary Catherine	

STATES REPRESENTED IN THE STUDENT BODY

Illinois 147	Nebraska 4	Missouri 1
Iowa 39	California 3	Ohio 1
Wisconsin 12	Colorado 3	Pennsylvania 1
Indiana 6	Montana 2	South Dakota 1
Michigan 6	Kentucky 1	Washington 1
Minnesota 5		
	Junior College 129	
	Academy 80	
	Specials 25	
	234	

CALENDAR FOR 1928 AND 1929

GRADUATES 1927

Junior College

Estelle M. Bachmann, Chicago	— Dorothy Mershon, Mt. Carroll
Marian Alice Bailey, Stockton	Wilhelmina Henrietta Meyer, Kankakee
Sally Ann Bear, Eldora, Iowa	Alice Frances Nelson, Beloit, Wis.
— Adeline M. Beaver, Mt. Carroll	— Anna May Norris, Kankakee
— Lucile Louise Bowen, Rolfe, Iowa	— Jane Elizabeth O'Boyle, Evanston
— Julia Monnier Carr, Scales Mound	— Audrey Jean Parker, Flint, Mich.
Edith Isabel Carris, Washington, Iowa	— Miranda Hathaway Ramsey, Springville, Iowa
Jeannette Martha Crockett, Beloit, Wis.	— Berdit Alice Rose, Mt. Carroll
— Gertrude Ann Dreesman, Lakota, Iowa	— Mary Scott Russel, Tokio, N.D.
— Anita Elizabeth Ely, Brookfield	— Viola B. Shirk, Linn Grove, Iowa
— Ruth Elizabeth Fulmer, Mishawaka, Ind.	— Margaret Sinclair, Galesburg
Anna Lee Garrett, Aledo	— Della Lucille Smith, Mt. Carroll
— Mary Elizabeth Goode, Shawnee, Okla.	— Leonore Harriette Smith, Mt. Carroll
— Lillian Marie Grimm, Savanna	— Olive Rebecca Smith, Spencer, Iowa
Helen G. Grobben, Milwaukee, Wis.	— Evelyn Mae Spealman, Chadwick
— Ruth Eleanor Hay, Mt. Carroll	— Eliza Terrell Stewart, Water Valley, Miss.
— Dorothy Jane Hill, Beloit, Wis.	— Louise Sykes, Benton Harbor, Mich.
— Esther Hooper, Brookfield	— Edith Dorothea Warner, Pittsburgh, Pa.
— Beth Dove Hower, Lanark	Muriel Ethel White, Glencoe
— Louise Antoinette Joslyn, Sycamore	
— Annabelle Kirkpatrick, Nichols, Iowa	
Elizabeth Kirkpatrick, Nichols, Iowa	

Academy

Josephine Eloise Barnes, St. Paul, Minn.	Clara May Pillmore, Warren
— Catherine Lucille Best, Milwaukee, Wis.	— Myra Jeanette Polacheck, Milwaukee, Wis.
Helen Adelene Bowe, Chicago	
— Farilyn Ruth Crooker, Kansas City, Mo.	— Edythe Pollock, Chicago
— Sara Elizabeth Finley, Oneida	Sarah Elizabeth Porter, Chicago
Frances Guylee, Evanston	— Helen Marie Porterfield, Arrowsmith
Katharine Margaret Keller, Detroit, Mich.	Ruth Margaret Sanborn, Detroit, Mich.
— Athena Caroline Kennedy, Duluth, Minn.	Margaret Helen Schoenfeld, Chicago
— Elizabeth Kingery, Chadwick	— Rosalind Emily Smith, Chicago
Evelyn Gwendolyn LeMunyon, Chicago	Kathryn Jane Steinaker, Beloit, Wis.
— Virginia Adelaide Park, Wilmette	Eleanor Cordona Stromer, Berwyn
Ruth Elizabeth Peterson, Chicago	— Bernice Ann Taylor, Evanston

Department of Music

Piano

— Arthur Isenhardt, Mt. Carroll

Violin

Beth Dove Hower, Lanark

THE FRANCES SHIMER SCHOOL

Events, 1927-28

- September 17. Who's Who Party, Y.W.C.A.
 18. Vespers: Dr. C. T. Holman, University of Chicago
 24. Marshmallow Roast, Athletic Association
 25. Vespers: Mrs. McKee, "Frances Wood Shimer"
- October 1. Clubs Organized
 2. Vespers: Talks by Y.W.C.A. Cabinet Members
 4. Artist Recital, Forrest Lamont, Tenor
 8. Movie, "The Fire Brigade"
 9. Vespers: Miss Emerson, "Thomas Jefferson as a Scientific Farmer"
 15. Picnics
 16. Vespers: President McKee, "The Abundant Life"
 22. Movie, "College"
 23. Vespers: Miss Pollard, "Pi Phi Settlement Work in Tennessee"
 27. Dr. Frank W. Padelford
 29. Academy Junior Halloween Prom
 30. Vespers: Miss Morrison, "My Trips Through Scotland"
- November 5. Clubs
 6. Vespers: Miss Peters, readings from "Vesper Talks to Girls"
 10. Poetry Lecture and Recital, Lew Sarett
 12. Green Curtain Club
 13. Vespers: Miss Burnton, violin program
 16. Artist Recital, Harry Farbman, Violinist
 19. Movie, "Chang"
 20. Vespers: Dean Shailer Mathews, "Pushing Back the Frontier"
 24. Thanksgiving Day: Hockey Game, College vs. Academy; Chapel Service; Thanksgiving Dinner; College Freshman Class Prom
 26. Y.W.C.A. Bazaar
 27. Vespers: Mrs. Lyon, "Education in China"
- December 3. Clubs
 4. Vespers: Miss Root, "Christmas in France"
 10. Christmas Recital
 11. Vespers: Dr. Allyn K. Foster, Student Secretary of the North Central Association
 10-13. Dr. Allyn K. Foster, group discussions
 12. Christmas Party
 15. Lorado Taft, "American Sculpture"
- January 7. Clubs
 8. Vespers: President McKee, "Our Eastern Trip"
 13. Artist Recital, George Mulfinger, Pianist
 14. Movie, "The Country Doctor"
 15. Vespers: Miss Hamilton, National Secretary of Y.W.C.A.
 21. Informal Dance, Athletic Association
 22. Vespers: Miss Wallace, musical program
 28. Faculty Night
 29. Vespers: Miss Hinken, "Arabia"

CALENDAR FOR 1928 AND 1929

- February
4. Clubs
 5. Vespers: Dr. Gerald Birney Smith, University of Chicago, "Make-Believe"
 11. Movie, "The Bat"
 12. Vespers: Miss Fox, "The Perfect Tribute"
 18. Washington Prom, Academy Seniors
 19. Vespers: Misses Allyn and Schuster
 25. Green Curtain Club
 26. Vespers: Miss Parker
- March
3. Clubs
 4. Vespers: Sermon by Dr. W. Graham, University of Chicago
 10. Movie
 11. Vespers: Mr. William W. Ellsworth, "The Making of the English Bible"
 12. Lecture, Mr. Ellsworth, "Queen Anne"
 13. Artist Recital, Ina Bourskaya, Mezzo-soprano
 16. Lecture, Mr. Arthur Bestor
 17. Music Recital
 18. Vespers: Y.W.C.A.
- April
7. Clubs
 8. Vespers: President McKee
 14. Spring Prom, College Sophomores
 15. Vespers: Miss Thoreen
 21. Movie
 22. Vespers, Miss Falck
 28. Open Night
 29. Chorus and Glee Club Recital
 29. Vespers: Miss Spurgin
- May
5. Academy Freshmen and Sophomore Party
 6. Vespers: President McKee
 11. Founders' Day—Seventy-fifth Anniversary
 12. Graduate Recital, Speech Department
 13. Vespers: Miss Pollard
 14. May Fête
 19. Movie
 20. Vespers: Miss Fortna
 26. Graduate Recital, Piano Department
 27. Vespers: Miss Baxter
- June
2. Outdoor-Expression Play
 3. Vespers: President McKee
 9. Open Night: Banquets
 10. Commencement Service
 10. Vespers: President McKee
 11. Home Economics and Art Reception
 11. Commencement Recital
 12. Class Day
 12. Artist Recital
 13. Commencement
 13. Alumnae Luncheon

THE FRANCES SHIMER SCHOOL

Some Needs of the School

Endowment.—The present endowment meets the requirements for Junior Colleges as a qualification for membership in the North Central Association of Colleges and Secondary Schools, of which the School has been a member continuously since 1909. There is need, however, for increased endowment that will yield an income that may be devoted to the improvement of the work of the School.

Gymnasium.—The next great need is for a well-equipped, modern gymnasium with a swimming pool.

Dormitory.—The growth of the School is checked by a lack of residence halls. Applicants for admission have been refused for years for lack of space.

Lecture Fund.—Additional funds are needed to endow lectures and recitals.

Art Collection.—Gifts of money are needed for the purchase of additions to the Art Collection.

Scholarships.—Scholarships are needed to aid ambitious and promising students of limited means.

The School has no indebtedness of any kind. All gifts will be used for the purposes indicated by the donor or applied to the improvement of instruction or equipment of the School. Gifts may take the form of contributions to the permanent endowment fund, of scholarships, or additions to material equipment.

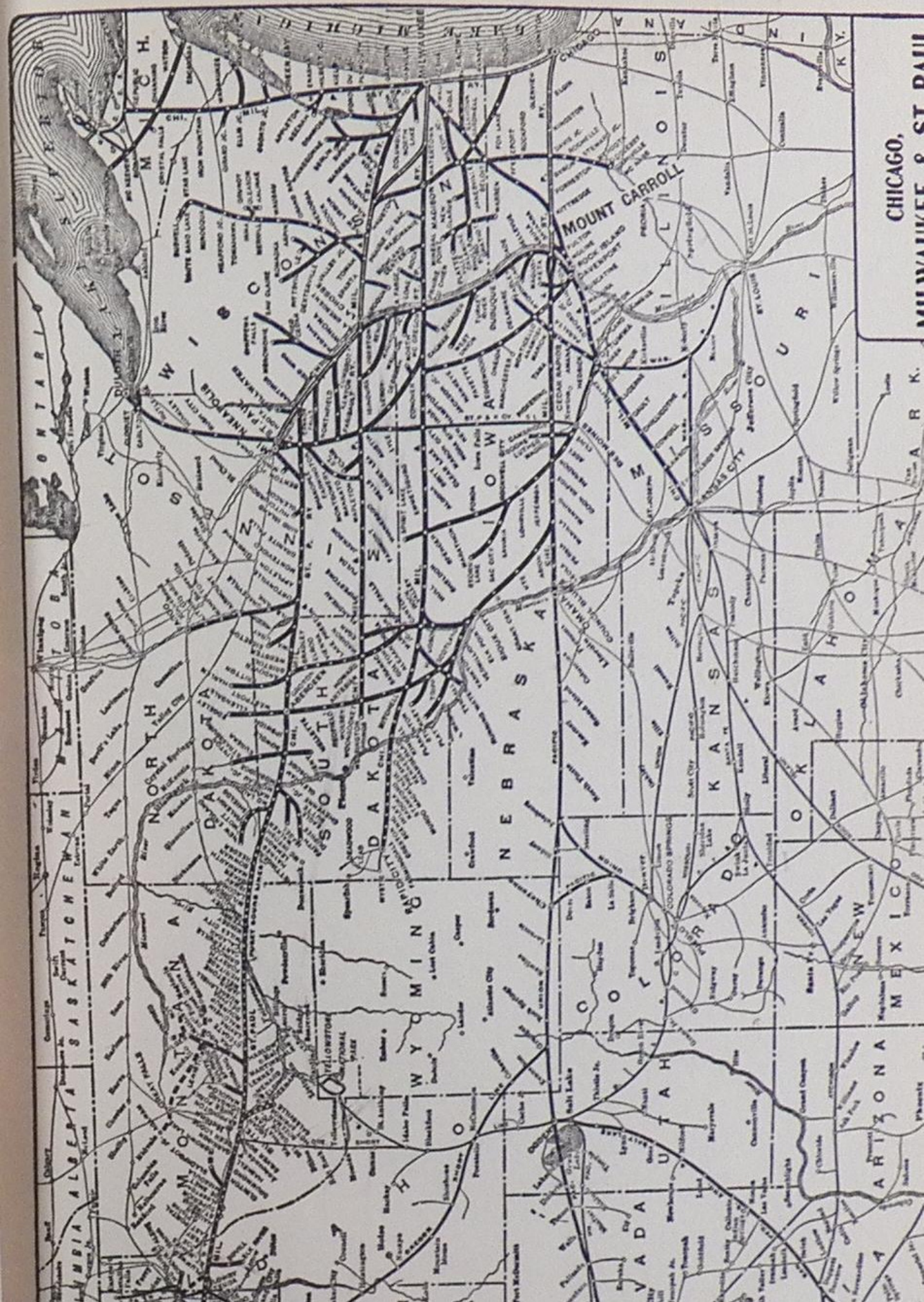
FORM OF BEQUEST FOR ENDOWMENT

I give and bequeath to the Trustees of Frances Shimer School the sum of \$———
to be invested for the permanent endowment of said School.

FORM OF BEQUEST FOR SCHOLARSHIP

I give and bequeath to the Trustees of Frances Shimer School the sum of \$———
to be invested and called the —— Scholarship.

The Books of Account of this institution are audited by LYBRAND ROSS BROTHERS & MONTGOMERY, chartered public accountants of New York, Pittsburgh, Philadelphia, Chicago.



CHICAGO, ILL. & ST. PAUL, MINN.

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